Buttles, Madeline S

Utilizing the school newspaper for guidence purposes.

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UTILIZING THE SCHOOL NEWSPAPER FOR GUIDANCE PURPOSES

A Thesis

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by

Madeline Sybil Buttles

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First Reader : J. Wendell Yeo, Professor of Education

Second Reader : Dugald S. Arbuckle, Assistant Professor of Education

Third Reader : Worcester Warren, Professor of Education

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The writer of this thesis serving in the capacity of faculty adviser of a high school newspaper felt that through the medium of the paper, the opportunity was presented to develop various aspects of a school guidance program. It was believed that student interpretation and attempted solution in relation to teen-agers' problems would present an entirely new method of approach in relation to the guidance program of a secondary school.

I. The Problem

Statement of the problem. It was the purpose of this study (1) to reveal through administration of the Mooney Problem Check List the chief problem areas of 300 Rutland (Vermont) High School students; (2) to show to what extent high school students may participate in promoting various phases of the guidance program in their school; (3) to give high school students an opportunity to study and discuss the various vocational, educational, and social problems of their teen-age contemporaries; and (4) to determine the impact and influence of a high school newspaper in its attempt to properly guide and instruct its youthful readers.

II. Significance of the problem.

From observation it has been noted that many high school boys and girls have too little information in relation to meeting and solving the various school problems that are constantly cropping up. For the most part they are interested in furthering their education, in training for the right careers, and in maintaining the respect and friendship of their teen-age associates. They are free, of couse, to go to their high school principal, their guidance counselors, and their teachers for help and advice. Many of them do. However, as with any large group, there are always a few hesitant ones who hang back. It was hoped that through the medium of the newspaper, information of importance could be released which would be of material benefit not only to the vigorous, aggressive boys and girls, but also to those sstudents who are possessed of a shy and retiring nature. Furthermore, as a result of encouraging the staff members of a high school newspaper to develop certain aspects of a guidance program, considerable stimulus and enthusiasm could be aroused which would be helpful in furthering tthe guidance program of a secondary school. The paper with a circulation of 550 possessed a distinct advantage in being able to share information and opinions among its readers.

III. Background of the study.

The community. Rutland, the city where this study took place, is situated in the central part of Vermont in the Otter Creek Valley. With a population of approximately 17,315 the community is known throughout Vermont as a retail trading center and an industrial community. Within the city one may find numerous churches of both catholic and protestant denomination, a city hospital, free public library, the state reformatory for women, and public and parochial schools. Centrally located, Rutland may be termed the hub of a trading area of nearly 75,000 people.[1]

The Rutland High School. Conveniently located in the heart of Rutland is this comparatively new three story secondary school building. Capable of providing for an enrollment of 550 students, the school presently enjoys a school population of 499. Thirty-three faculty members are represented in the various teaching departments which include Commercial and Distributive Education, Drawing, English, French, Home Economics, Latin, Mathematics, Music, Physical Education, Science, Social Studies, and the Trade School.

[1] Workers of the Federal Writers' Project of the Works Progress Administration for the State of Vermont, 1937. Vermont-A Guide to the Green Mountain State. pp.126-129

THE RED AND WHITE The Red and White, a student newspaper of the Rutland (Vermont) High School is a weekly, commercially printed paper with a circulation of 550. There are 25 issues published annually.

The staff is composed of thirty-nine students, twenty-nine of whom are editorial board members, while the remainder comprise the business board.

The staff operates under the supervision of a member of the faculty of the high school, whose duty it is to check carefully the material handed in for publication, train potential staff members, and serve generally in the capacity of adviser in relation to establishment of policy.

Each Monday night assignments for the week are given out by the news and feature editors to members of the staff. These stories must be handed in by Thursday of the same week. On Thursday and Friday nights, stories must be checked, corrected and re-typed, headlines must be written, and the four page paper put into final shape for the printer. On Monday morning the dummy and completed copy are sent to the city printer. Each Wednesday afternoon the faculty adviser with the editor-in-chief, the associate editor, and the business manager visit the Novak Printing Company in Rutland where the proof-read the paper for that week. Each Thursday,

550 copies of the paper are ready for distribution.

The paper is commercially printed at a cost of $48 per issue. Exclusive of pictures, the amount paid for the year is $1200. Of this amount, approximately $900 is paid for by advertisements inserted in the paper by local merchants. The remainder is secured through student subscription.

CHAPTER II

PROCEDURE

I. Analysis of Pupil Problems

In an attempt to determine and evaluate the chief problem areas of a group of secondary school pupils, it was decided, following consultation with Dr. J. Wendell Yeo of the School of Education, Boston University, to administer the Mooney Check List.[1] This Check List was compiled by Ross L. Mooney at Ohio State University and has been used extensively in secondary schools throughout the country.

The form covers eleven problem areas. These eleven areas deal with Health and Physical Development; Finances; Living Conditions and Employment; Social and Recreational Activities; Courtship, Sex and Marriage; Social-Recreational Problems; Personal-Psychological; Morals and Religion; Home and Family; The Future; Vocational and Educational; Adjustment to School Work; and Curriculum and Teaching Procedures.

There are thirty problems in each area; these are arranged in groups of five items across the six columns of problems.

II. Administration of the Check List.

Early in November 1948, the Mooney Problem Check Lists were given to the 300 high school students by the

1. Ross L. Mooney, Problem Check List-High School Form, Ohio State University Press, Columbus, Ohio, 1941.

English teachers of the Rutland (Vermont) High School. It was explained to the boys and girls that within the booklet presented to them were 330 problems, all typical of the many items of concern for young people. They were told that they could use their own judgment in relation to signing their names to the check list, but, in the event that they did, the check lists would be attached to their guidance folders. Furthermore, an opportunity would be made for them to talk over their problems during their regular guidance conferences.

The instructor in charge of administering the check list quoted in part:[1] "This is not a test. It is a list of problems which are often troubling students of your age--problems of health, money, social life, and the like. Some of these problems are likely to be troubling you and some are not. As you read the list, you are to pick out the problems which are troubling you. There are three steps in what you do:

First step: Read through the list slowly, and when you come to a problem which suggests something which is troubling you, underline it. For example, if you are troubled by the fact that you are underweight, underline the first item like this: 1. "Being underweight." Go through the whole list in this way, marking the problems which are bothering you.

[1] Mooney, Ross L. Problem Check List--High School Form

Second step. When you have completed the first step, look back over the problems you have underlined and pick out the ones which you feel are troubling you most. Show these problems by making a circle around the numbers in front of them. For example, if, as you look back over all the problems you have underlined you decide that "Being underweight" is one of those which troubles you most, then make a circle around the number in front of the item, like this:

1. "Being underweight."

Third step: When you have completed the second step, answer the summarizing questions on pages 5 and 6 of the check list."

The students were told that they could use their own judgment in relation to signing their names on page 1 of the folder. Many boys and girls elected to do so and seemed frankly enthusiastic in relation to having the opportunity of discussing their problems. It was explained to those taking the check list that if they wanted individual guidance and advice it would be necessary for them to sign their names to the check list. If they did not wish to do so, the problems affecting youth could still be analyized. Furthermore, articles centering around the problem areas would be written for the school paper.

III. Summary of Problems Reported.

For a majority of the students of the Rutland High

the chief areas of concern centered around THE FUTURE: VOCATIONAL AND EDUCATIONAL. In scoring the Mooney Problem Check List, it was noted that this particular item was one of immediate and primary concern for the seniors while it ranked second for the juniors, third for the sophomores, and fourth for the freshmen.

Items most frequently encircled included needing information about occupations, deciding whether or not to go to college, not knowing what I really want, doubting ability to handle a good job, wondering if I'll be a success in life, and not knowing how to look for a job. A large percentage of the boys were concerned over military service.

Another problem of considerable importance for the student body was SOCIAL-RECREATIONAL ACTIVITIES. This area ranked second for the seniors, fifth for the juniors, fourth for the sophomores, and fifth for the freshmen. The SOCIAL-RECREATIONAL area included such items as wanting to learn how to dance, insecurity in relation to social etiquette, wanting to learn how to entertain, taking care of clothes, and making a good personal appearance. The chief concern for the student body seemed to center around social etiquette, wanting to learn how to entertain, inability to maintain a conversation, in too many student activities, being ill at ease in meeting people.

In continuing the summary of the results obtained obtained through administration of the Mooney Check List, is is observed that PERSONAL-PSYCHOLOGICAL RELATIONS ranked third for the seniors,fourth for the juniors, and second for the freshmen and sophomores. This area concerned itself with such problems as temper,nervousness,excitability,moodiness, insecurity, and day dreaming. In the margin of the Check List a number of students had written various comments,noting that they were guilty of such faults as laziness,day dreaming, and stubborness, but, realizing their inadaquacies, they were doing their utmost to overcome these faults. One girl, a junior, commented in particular upon her quick and unreasonable temper, and wrote that she was trying to maintain control of her disposition.

Senior scoring indicated that ADJUSTMENT TO SCHOOL WORK was of fourth consideration for them, while it ranked first with the juniors,sophomores, and freshmen. This area dealt with such problems as being a grade behind in school, absent from school too often, not spending enough time in study, taking the wrong subjects, not getting studies done on time, not knowing how to study effectively, worrying about grades, slow in reading, trouble with mathematics, not fundamentally interested in books, vocabulary too limited, afraid to speak up in class discussions,inability to concentrate when it is necessary, afraid of failing in

school work, and wanting to quit school. In this particular area, the most frequent individual problems for all classes appeared to be not spending enough time in study,not knowing how to study effectively,trouble with mathematics, difficulty with oral reports, afraid to speak up in class discussions, and fear of failing in school work.

In descending order of importance,SOCIAL-PSYCHOLOGICAL RELATIONS ranked fifth for the seniors and sophomores,third for the juniors, and sixth for the freshmen. This particular area centered around such items as being left out of things, getting into arguments,hurting people's feelings, wanting a more pleasing personality, lacking leadership ability, too easily led by other people, feeling of inferiority, unpopularity, picking the wrong kind of friends, being "different", being jealous, and disliking to talk about personal affairs. Interestingly enough, in scoring the Mooney Problem Check List, it was observed that the same constancy appeared in the nature of the most frequent individual problems . The majority of sstudents seemed to have the greatest trouble with their inability to make friends easily, being called "high-hat" or "stuck-up"; disliking certain persons,jealousy, and a dislike of talking about personal affairs. There was slight variation, class by class,problem by problem in relation to the most frequent individual problem.

FINANCES, LIVING CONDITIONS AND EMPLOYMENT received a rating of sixth place for the seniors. One would assume that, inview of their approaching graduation, this particular area would constitute a major problem for the teen-agers leaving high school. For the juniors it was seventh in order of importance, sixth for the sophomores, and third for the freshmen. Items most frequently encircled in this area included having less money than friends have, having to ask parents for money, wanting to earn some of my money, getting money for education beyond high school, needing a job in vacations, living in a poor neighborhood, and family worried about money. Although these items were the ones most frequently checked by the students, it must be remembered that the area was of sixth importance only for the seniors and ranked seventh for the juniors.

CURRICULUM AND TEACHING PROCEDURES scored seventh place with the seniors while it ranked ninth with the juniors and sophomores and fell to a low of tenth with the freshmen. This problem, apparently, was of minor concern to the student body. However, the items most frequently underscored by the different classes included a desire to have subjects not offered by the school, frequently feeling restless in class, dull classes, and too much work required in some subjects.

HEALTH AND PHYSICAL DEVELOPMENT seemed to be of minor importance for the members of all classes for it ranked eighth with the seniors, juniors and freshmen, and seventh with the sophomores. Items most frequently encircled in this area included either being underweight or overweight, tiring very easily, and frequent colds. Little interest or concern was indicated in this particular section.

MORALS AND RELIGION, COURTSHIP, SEX AND MARRIAGE, AND HOME AND FAMILY constituted the final problem areas for the seniors. With the juniors these same problem areas ranked tenth, sixth and eleventh respectively. In relation to the sophomore class, MORALS and RELIGION, held eleventh place, COURTSHIP, SEX AND MARRIAGE was of eighth importance, while HOME AND FAMILY ranked tenth. For the freshmen, MORALS and RELIGION was eleventh in importance, COURTSHIP, SEX and MARRIAGE seventh and HOME and FAMILY ninth.

Items most encircled in MORALS AND RELIGION included a bewilderment in relation to the meaning of God, confusion in regard to religious beliefs, and wondering what becomes of people when they die. Many freshmen underlined this last item.

High school students constantly, in one way or another, evince a keen interest in COURTSHIP, SEX AND MARRIAGE. However this may be, in evaluation of the Mooney Problem Check List, it was observed that this area was of secondary importance

for many students. The items that they were concerned with dealt with having dates, going steady, and not knowing how to entertain on a date. Through their daily conversations and actions, it would amost appear that teen-agers were interested in nothing but the items listed in this particular area.

HOME AND FAMILY presented itself as a minor problem as far as most teen-agers were concerned. Few items were underscored, the most frequent being sickness in the family, parents sacrificing too much for me, and never having any fun with parents. However, this cannot be indicated as representative of the entire school, for the underscorings and encirclements were few and far between.

IV. Presentation of Project to Staff.

Shortly after the opening of the 1948-1949 school year, a general meeting of the newspaper staff was called by the faculty adviser. The meeting progressed in a manner somewhat comparable to the following: Miss Buttles (faculty adviser): As you probably know, I have been studying at Boston University the past few summers with the hope of eventually receiving the Master of Education degree. The time has now come for consideration of a topic for a thesis which must be written before the degree can be granted. I have talked the subject over with Dr. Yeo, my faculty adviser, down at B. U. who suggested utilizing the school paper and staff in writing my thesis.

Jimmy (retiring editor) : I think that that is a keen idea, Miss Buttles. It really gives the newspaper staff something to work for. Can you tell us a little more about it?

Miss B. Yes, Jimmy. Right now there won't be much for you people to do until about January. However from January on, there will be a certain amount of articles which will have to have turned in for consideration. What I plan to do within the next few weeks isto have the Mooney Problem Check List administered to 300 students in the various English classes. This Check List represents all of the problems which confront the average high school student. It will take me several months to correctly check and score the various forms. When that is done I shall give you the results.

Susanne (Associate editor): Can you tell us more about the Mooney Problem Check List?

Miss Buttles: The Mooney Problem Check List is not a test in any sense of the word. Here is an examination copy which you might like to look over. You will note that the form includes a list of problems such as health, money, social life, home relations, religion, vocation and school work. We will probably find that some of these problems are more acute than

others. However, it is in January when I shall have something really tangible for you to work on. We'll take the key problem areas as listed by a majority of the students and present a series of articles in the Red and White centering around these particular problems.

Jimmy: Well, we're all with you, Miss Buttles. My only regret is that I won't be here to help carry out the project. There is so much good that can result from such a plan.

Miss Buttles: I'm sorry too, Jimmy, for I had counted on your help and cooperation. My plan was to divide the editorial board into various committees with each group selecting a problem area that was of particular interest to them. There will, of necessity, be considerable research and reading which must be done before any writing can be done. However, I am compiling a list of books which I think will make excellent background reading for you.

Nancy (newly elect editor): It all sounds very good. We have had more or less of a haphazard policy in relation to the newspaper, but as Jimmy said, it does give us a definite goal and calls for the establishment of some sort of policy.

Miss Buttles: That is about all I have to say today about our program but you can be thinking about it, and if you do come across any books which deal with any phase of high school life you might note them for future reference.

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In January 1949, a second meeting of the editorial board was called in relation to formulation of definite plans for the year. Committees were drawn up with various students signing up for study areas in which they were definitely interested. The meeting was conducted in a manner somewhat like the following:

Miss Buttles: As you may recall, the Mooney Problem Check Lists were given to 300 students earlier in the year. You will recall the meeting that we had last September shortly after school opened at which time I explained to you that I was building my Master's thesis around the Red and White. Right after that meeting the Mooney Problem Check List was given to students in the various English classes. I have scored all of the Check Lists, and have the results analyized here for you. You are familiar with the scope covered by the Check List

for copies have been on hand for you to study. I think that most of you will be interested to learn that for many of the students vocational and educational plans are of key importance. Others are interested in personal-psychological relations which deal with such items as losing my temper, not taking things seriously enough, not having any fun, and laziness. A group of seniors along with a large number of underclassmen listed social-psychological relations. This particular area centers around such things as dates, going steady, not knowing how to entertain on a date, too few dates, being in love, deciding whether I am in love, and petting and making love. Other areas of minor importance are also listed, but it seems to be as though the articles that are to be written should center around those problems which are of key importance to the majority of students.

As I have already said, I believe that the majority of staff members are familiar with the Mooney Check List. Many of you participated in this activity. Now, I would like to have you join the group in which you are most interested. It

would seem as though the first committee to be selected will be the one which will center their writing around careers. Any three students who are particularily interested in occupations should sign up for readings and study in relation to jobs.

Pat (feature editor): Miss Buttles, I am more interested in writing about dating, going steady, knowing how to entertain on a date, and things like that. I'd like to concentrate my articles and my reading around that field.

Kay (news editor): Me, too, Miss Buttles. I have thought that I would like to have a weekly column each week called "Ken's Kolume". I would have a question of the week and would go around getting a statement from each student.

Miss Buttles: Fine, Kay. What would your questions deal with?

Kay: Things that actually pertain to the student. All of them are interested in dating and in each other. I would like to have my column deal with such questions as, what do you think of going steady, how do you ask for a date, etc.

Miss Buttles: Well then, there are two of you who are interested in that particular field. It is the

area called in the check list the Courtship, Sex and Marriage. Your interests seem to indicate that you would also like to write articles dealing with Social-Recreational Activities.

Pat: One thing that we'll have to be careful about is making the articles interesting enough so that the kids will read them. They would all be interested and helped, I am sure, by articles such as the ones we have mentioned. Vocations and colleges would be of major importance to them.

Roy (feature writer): The important thing then for us is to write them up in a lively, peppy fashion.

Miss Buttles: Let's get started then by having those of you interested in particular fields indicate by a show of hands just where your interests lie. First of all, the area centering with The Future: Vocational And Educational.

Roy: I am interested in that area, Miss Buttles. Willard is, too.

Miss Buttles: We should have a girl, too, who could cover the careers that appeal to all girls.

Joyce: I'll do that. I have some friends who are interested in medicine. I think that I could get them to do some guest work for us.

Pat: That's a good idea. It brings in more kids.

Miss Buttles: This gives us an excellent start. Now I have some books, pamphlets, and magazine articles which would make excellent background reading for careers and vocations.

Sue: Did you ever read that Junior Deb Column in the Ladies Home Journal? There are all kinds of pamphlets that anyone could send for. There is a whole series of articles that deal with careers-everything for both boys and girls - medicine, teaching, law, journalism, air line hostess, pilot on a plane, in fact it seemed as though they have pamphlets available on just everything.

Pat: Yes, I have noticed that column. In fact I read it every month. They have a lot of material available in relation to manners, the right way to do things, making a date, how boys size up girls. Oh, there are a lot of things that would be good for us to have for background reading.

Miss Buttles: Why don't you make a list of the various pamphlets that you think pertain to what we are interested in and I shall send for them.

Pat: OK, Miss Buttles. Well then, it is settled that Kay and I are to write our articles in that field.

Sue: If I have the time, I'd like to do some writing

along that line. I am interested in that field, and I think that the majority of high school kids are too.

Nancy: Just keep it peppy and interesting. That's what the kids want.

Miss Buttles: We are set then as far as areas 3, 4, 9 are concerned in relation to the Mooney Problem Check List. How about the others?

Kay: I don't see how they can be written up in an interesting manner. After all, this is a paper for the kids, and our articles should be directly concerned with the things that concern most of them. They are all interested in the future, naturally. Many of them hope to go to school after they finish high school. We definitely should have articles which should center in that particular field. They all will have to work. Well then, we should have a definite career column. That Mooney Check List indicates their concern in that field. I say, let's build our articles around two or three fields, and really go to town on them.

Nancy: I really think that is a good idea, too. We'll to into complete detail in relation to careers. The Rotary Club here in the city is sponsoring

certain speakers through the year. Each man that is considered an authority in his respective field is being sent up here to speak to the juniors and seniors. We'll have some of our reporters cover each one of those talks, and really give plenty of space in the paper.

Sue: There is a lot of information coming in now about scholarships available at different collegs. Some one can cover that. How about you, Janice? You're a senior, and should have a double interest in securing information of that type.

Janice (senior reporter): I am-I hope to go to college next year but it will be necessary for me to work, and of course I am interested in scholarships.

Kay: Well, that more or less covers one of our fields. Let's see now. Janice will cover the scholarship field, and will check in the office and guidance office for information. Vocations will be covered by Roy and Willard. They can get their information from the guidance counselors and from you, Miss Buttles. I'll assign different reporters to cover the Rotary talks - it should be of interest to all of them and in addition it will give them experience in writing up that type of an article.

Sue: Now the subject in relation to social relations will be covered by the feature department. Pat will be in charge. We'll have all types of articles and try to develop them all in different ways. Pat has said that she would like to have a column called Tips For Teens. That will cover a lot of ground. I'll have a few articles myself. Right now I have in mind one on smoking - so many people believe that teen age girls shouldn't smoke. I have a few ideas on the subject myself.

Kay: Now I definitely am interested in a weekly column called Ken's Kolume. I shall think up a question of the week which centers around social relations of some sort and go around, getting statements from different students.

Bob (sports writer): All of this sounds OK to me. Perhaps on our sports page we could cover that field which deals with recreational interests.

Nancy: I think that we might get articles from the English classes. They cover quite a lot of territory there-and they might be more than willing to write on the type of article that we need. I noticed, Miss Buttles, that you had a sheet of possible guidance articles. Could we use that for reference?

Miss Buttles: Yes, that is why I brought it here. I think that I told you that Dr. Yeo down at Boston University gave it to me for use in just this sort of way.

Nancy: OK then. We'll have that sheet mimeographed and passed out to the English classes. We ought to get some pretty good articles from them - and there is a wide coverage.

Miss Buttles: We have made a good start today and I think that Kay and Sue have more or less summarized our program for the rest of the year. There are other aspects, of course, that will have to be covered. It may be that this year at least, we will concentrate our efforts in just one or two areas, but we'll do a very thorough job of that. Area 5 of the Check List may be covered to a certain extent also. You may have observed that that covers such items as shyness, feeling inferior, unpopularity failure to have close friends, being made fun of, jealousy, and losing friends. We'll try to cover that.

Kay: I don't see how we can, Miss Buttles. We can't forget the fact that this is a paper for the kids. They don't want essays or any serious reading.

We've got to keep the reading light. Those other areas that we spoke of can be written up OK I think.

Miss B: Well, we'll see. At least we have made a start. In making out assignments from now on, you will have something definite and tangible to work on, Kay and so will Pat in her feature assignments.

Maurice: If I can help, Miss Buttles, I'll be glad to. Maybe all the kids won't read an article now and then written in a serious vein, but some of them will. They can't help but absorb what is written, regardless of whether they totally approve of it or not.

Nancy: OK, Maurice, you go ahead now and then with what you have in mind. We want a good paper, an excellent rating, and we might be able to accomplish something as far as the guidance program is concerned, and at the same time we are helping Miss Buttles. It is worth a try.

V. Extent of Pupil Participation.

In developing the idea of utilizing a school newspaper for guidance purposes, it was necessary, of course, to call in the entire editorial board. This included twenty-nine boys and girls, all of whom, in one phase or another, contributed to the development of such a project. The board is divided into two staffs - that of the news and feature. Each group is headed by a girl, usually a member of the senior class. In this particular instance, the girl serving as news editor had charge of assigning to the various news reporters on her staff, articles which centered around the introduction of the new paper policy. This idea was first presented early in the fall of 1948 when the Mooney Problem Check List was first discussed. The introductory article was assigned by the news editor, Kenena Hansen, to one of the senior reporters, Patricia Mauer.

PROBLEMS CITED AS STUDENTS SUBMIT
LISTS FOR STUDY

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by Pat Mauer

For the past few summers, Miss Madeline Buttles, instructor in Latin and faculty adviser of the RED AND WHITE, has been studying at Boston University in anticipation of receiving the Master of Education degree. In order to

complete the work for this degree, she must submit a thesis on some phase of guidance work. To aid Miss Buttles in securing the necessary information, three hundred R. H. S. students recently took the Mooney Check List, High School Form. This list contains problems which are apt to face teen-agers in the United States today.

The check lists will serve a two-fold purpose. Primarily, they will be the principal source of information for Miss Buttles' thesis. Secondly, they will give the RED AND WHITE a basis from which to begin a series of articles dealing with the problems of the typical high school student. All of these articles written by the RED AND WHITE editorial board will be attached to the thesis. It is hoped that these articles will serve a useful purpose in that they will begin a new serious trend in the paper and will also help R. H. S.'ers with the various problems confronting them.

The three hundred and thirty-three statements unfolded items in eleven problem areas. These areas were: Health and Physical Development; Finances, Living Conditions and Employment; Social and Recreational Activities; Social-Psychological Relations; Personal-Psychological Relations; Morals and Religion; Home and Family; The Future, Vocational and Educational; Adjustment to School Work; and Curriculum and Teaching Prodedures.

It is expected to take Miss Buttles about a month to tabulate the results. Beginning in January and continuing through April, issues of the RED AND WHITE, will contain news stories, letters to the editor, features, and editorials dealing with the students' various problems. The articles will center around the problem units of greatest concern to the majority of high school students. Working in descending order, it is hoped that eventually all problems will be treated. This paper is the paper of the students, and only by dealing with items that are of direct concern to them, can the staff really feel that they are doing constructive work.

It was left up to the individual student whether to sign his name or not. The understanding was that all students who signed their names would find the Check List placed in their guidance folders, and accordingly would be able to discuss the items encircled with their guidance counselors.

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The two girls serving as editor-in-chief and associate editor, respectively, assisted at first through their editorials in presenting the idea to the student body. They were also largely responsible for a major portion of the editing which had to be done.

The editorials consistently appearing in each issue of the paper dealt with all phases of the problems that were likely to be met by the average teenager. A definite attempt was made on the part of the editor-in-chief and associate editor to strike an even balance between the humorous and the serious, with the idea in mind that there would be a more appreciable reaction as far as the students were concerned.

The introductory editorial explaining the new policy and the future plans of the paper was written by Susanne Davis, associate editoro of the paper and a member of the junior class. In this editorial, THE FUTURE PLANS, mention was made of the recent problem check list administered to the students and an explanation given as to just how the information acquired was to be utilized.

THE FUTURE PLANS

Some time ago, a large proportion of the student body of this high school was given a problem check list which allowed the participant to cite some of his most pertinent and pressing problems. The questions on the list included those from every field of emotional conflict and worry. Now the results of this inquiry have been tabulated, and some of the most pressing problems of each of the four classes are easily ascertained.

The information gained about what bothers the students of R. H. S. will be used constantly by the RED AND WHITE in planning and setting up all its future issues. Every week, one of the various divisions of the test will be taken up in this paper, and different aspects of the problem discussed. It is hoped that in this way the RED AND WHITE will serve as a real help to students by offering them information which may be of assistance, or give them "leads" as to where more aid may be found. It is never possible to solve all the troubles facing one. We do not believe that by reading all these subsequent issues that you will be able to face a future unclouded by worry. However, we hope, and will honestly try, that some sort of workable solutions or plans may be found which will help you toward lessening of things which bother.

During this program, we will be guided, for the most part, by various books and pamphlets, and sometimes by our own personal experience. The project which we are undertaking involves us as much as you. It is a joint undertaking. Therefore, let us urge, if at any time, you would like specific advice on any thing or make any comments or suggestions feel free to do so. It is not necessary that we know your names; it is what you have to say that is of interest.

VI. Plan for evaluating published articles.

Throughout the year as newspaper articles on occupations, educational planning and teen-age behavior appeared, members of the newspaper staff and the faculty adviser were constantly on the alert to determine the value and effectiveness of the printed features. Students were asked to submit comments as to the worthwhileness of the articles appearing from time to time in the school paper. Frequently students approached the faculty adviser of the paper and asked for more information in relation to certain occupations. They liked and were helped by what was appearing in the paper. Their only objection was in the manner of presentation - this they considered too stiff and stilted. Through trial and error, the staff learned that the student body objected to any feature article written in a serious

vein. They were interested in having all of their articles humorously presented, with the names of pupils scattered throughout the various articles.

The Student Council suggestion box provided a means whereby some sort of evaluation could be made in relation to the type of articles that were being written by staff members. All kinds of comments were received - some of a complimentary nature, others not. However, the majority of students did derive help from what the staff was trying to do. By visiting the various home rooms and discussing the stories with individual students, many new ideas and suggestions were noted by various staff members.

CHAPTER III

ARTICLES RELATED TO EDUCATIONAL AND VOCATIONAL ADJUSTMENT

1. Analysis of Reporting in this area.

In scoring the Mooney Problem Check List it was noted that the majority of teen-agers are chiefly concerned in making some sort of educational and vocational plans for the future. This particular area was one of primary concern for members of the senior class, while it ranked second for the juniors, third for the sophomores and fourth for the freshmen.

It was therefore decided by the faculty adviser of the paper and the senior editors to make a general survey of as many careers as possible. This particular area was assigned to three staff members, who, throughout the year, concentrated their abilities largely to this one area.

In addition to the regular feature writers who were assigned this topic, considerable straight news reporting was done by students assigned to cover the vocational guidance talks sponsored by the city Rotary Club. During the year at least ten students were engaged, in one phase or another, in writing articles on educational and vocational planning.

II. Articles on Occupations.

In an attempt to reveal to high school students the various opportunities that lie in the different vocations and occupations, the following articles were presented throughout the year in the school paper, THE RED AND WHITE, for the benefit and enlightenment of the students of the Rutland High School. Although in some instances it was not possible to go into as much detail as one might wish, however, it was felt that considerable progress had been made in revealing to the boys and girls the various existing opportunities.

IMPORTANCE OF PLANNING EDUCATIONALLY AND VOCATIONALLY

by

A member of the Senior English Class

The importance of planning has become a serious matter. Planning saves time and labor.

Since I have started my last year of high school I have learned more and more the profits of good planning. When I started high school my plans were to be a farmer. Since then I have changed my mind and am uncertain what I would like. A person's plans do not always work out, but I don't see as it does any harm to plan for the future.

So my vocational plans have changed. In my final year of high school I am taking a machine course which I like very much. This course I figured would be valuable in farming in the maintenance of machinery.

There are many things which can change or disturb plans. My father has been sick for almost a year and I have had to go to work. I obtained a job as carpenter's helper in the afternoons. But these things have not stopped me from planning.

Failure to plan sometimes causes great confusion. For instance, if the army or navy didn't plan for invasions,

air attacks, and so forth, the United States might still be fighting, and what good would it do for a single civilian to plan for the future.

It is planning that keeps things moving regularly. It was God who planned day and night, and without it people would be confused. Just as truly are people confused when they fail to plan.

NARROWING DOWN YOUR VOCATIONAL CHOICE

Most of us will have to get jobs in the next few years and in order to be sure of one which will offer us some happiness and a decent income there are certain things we should do now to reap benefits later.

It is essential to determine approximately what field you wish to follow when you graduate from high school, in order to obtain the best training for that occupation. If possible, you should make some definite conclusions when entering high school, so you may choose a curriculum which offers the best subject matter to study for your particular vocation.

Some colleges require certain high school subjects as entrance requirements. For instance, an engineering school may ask for advanced math courses and science courses. Business colleges ask for commercial subjects and history. Medical schools include sciences and languages in admission requirements.

It is important to have an idea of the kind of work you want to do in order to attend the proper college, if you are going to college. Someone interested in automotives or teaching wouldn't go to an agricultural school. For the person not going to college a narrower choice of vocations is necessary to eliminate time spent

trying to find positions. Also, many non-college jobs require apprenticeship of new employees, and time spent in training cannot be wasted by shifting jobs.

PERSONALITY FACTORS IN VOCATIONAL SUCCESS

by

Elizabeth Doty (a senior)

To be a success in anything, work or play, there are several factors involved, that must be considered. A few of these are: having a personal interest in the subject, possessing ability and eagerness to learn, and having a command of the fundamental knowledge of the subject. But you may have all of these requirements and you would not be a complete success in your work; there still remains the basis factor of success, that is personality.

Personality includes many factors within itself. It doesn't stop at the point where one is able to talk with every type of person and able to get along with people in a pleasing manner.

Instead it requires a mature way of thinking, that is being able to think about a given topic or problem from every aspect, not just one's personal point of view. To illustrate, a child, if asked a specific question, would reply on the basis of his view point of the subject whereas if one is mature in this thinking he would consider all possible factors involved before replying. Personality also includes a person's ability to meet difficulties in association with people and meeting them in an intelligent manner

as well as a pleasing one.

I am taking a course in Retail Merchandising and our basic training is comprised of the elements of a pleasing personality, and learning how to improve our own personality. Therefore, one can see the importance of personality in this course. Likewise it is the fundamental factor in achieving one's goal-success in any vocation. If a girl is thinking of making nursing for her career her personality requirements will be different in some respects from other career people. A nurse is dealing with sick people, of different types, and she must be able to make her patients feel at ease while caring for them. This suggests another factor of personality, that of having a pleasing smile and a pleasant voice.

A nurse definitely needs both of these. But on the other hand everyone should possess these elements whether he is going to be a nurse, a doctor, a teacher, a lawyer or a public speaker.

Therefore, to be a success in one's chosen career a person must keep in mind the importance of personality, and make the most of it at all times.

VOCATIONAL SELF ANAYLSIS

by

Stuart Harrison

We have not a large senior class, but what we have we are proud of. Our class is made up of average Americans who want to become worthy citizens when they enter this large world of today. Some of us are not sure of what we wish to do after leaving high school and this is where self-analysis in selecting vocational fields enters.

How many of you have seen the picture, "Best Years of Our Lives"? You're right ! That was an excellent production. All the servicement pictured in it had to start over and think what vocation they wished to take up. One just spent all his money foolishly; another went home to his family and made up for lost time, regained his old job and carried on; and the last, but not least, came back without his arms. He studied, and endured pity which was thrust upon him, and which he did not want. Now here are three typical Americans-all-different, but when they thought of the things they liked best in life, the tasks they were able to handle, each discovered his vocation.

Al, the one who returned to his family and old jobs, considered carefully his hobbies, pastimes, interest in reading, and what he was mentally and physically fit for. In considering his past work, he returned to his old job at the bank. So any one of you can do the same-consider where you have worked, if you liked your work, and your other outside interests, and when you graduate, you, too, will be proud of your class one hundred percent. For you will have been intelligent about analyzing yourself vocationally.

Take for example, a girl who obtains a job in an office. She probably took a commercial course in high school and then started out in filing work. After a year or so she may be allowed to do stenography. Now if she is not satisfied with her job and wishes to work in a store she has to accept lower pay and begin training as a clerk.

The same is true with a fellow who does car repair work. He may want to work in a hotel. He has to serve an apprenticeship at both jobs and loses money and chances for advancement. Neither he nor the girl will have as good a start in settling down in life or making a home. College jobs have an edge here because people graduating from college receive better salaries usually and enter directly into an occupation which they will not vary from.

By limiting your choice of vocations more time may be spent in studying those particular fields of work and a well considered choice of job may be made. You also will be more interested in your work, and become a better employee, as the result.

You may reduce somewhat your vocational choices by making a note of various interests you have and the types of work in which you have done well. Jot down on a paper your interests such as automobiles, furniture stores, airplanes, steel mills or whatever they may be. By the process of elimination cross out all but the ones you are genuinely interested in. Also you can put down any type of work you have been engaged in like working on a farm or at an ice cream stand.

Then you can find information in the libraries or you may write to a firm which carries on the type of work in which you are interested. Through the information obtained, the advantages and disadvantages of those fields or work can be found. Questions such as: is the work seasonal, do I have to move frequently around the country, is the salary good, are the working conditions healthful and many others can be answered.

Important to know also are the requirements for entering those vocations. Must you take college courses

or have experiences in that field are questions to be answered. By carefully considering all the facts, you should be able to obtain a job in which you will lead a happy, interesting life.

AIRLINE HOSTESSING? GALS, HOW ABOUT IT?

So, you think that you would like to become an airline hostess? The very thought of a life as filled with excitement and novelty as an airline hostess sweeps you off your feet? Well, gals, listen to what this eager beaver found out.

Did you know that one large airlines company reported that over 6,000 young women apply each year for the position of airline hostess and that of this number-because of high standards and limited openings, only 3% actually make the grade. We found out that about one out of ten, are offered positions with the airline, in the ticket offices, making reservations or working in other ways in the behind-the-scenes business offices necessary to maintain any airline.

However, if you are still interested in applying, you might as well see if you can meet the following qualifications. First of all, you must be: in good health, single, and between 21 and 28 years of age, between 5'2" and 5'6" in height, normally and proportionately between 102 and 130 pounds in weight, with normally good vision, and wear no glasses, able to present an attractive appearance with clear skin and attractive, even teeth.

Personality - the right kind is an important asset. You have to "Know and Like People since your first duty as an airline stewardess is to take care of them. You must be understanding, poised, and tactful. No matter, what happens you must be pleasant, at ALL TIMES. Since you must share your company provided living quarters with usually a half dozen other hostesses, you must be UNSELFISH and ADAPTABLE. As you do your work in the air, you will find that you will be working with someone else, so you must be COOPERATIVE. All air travel is closely regulated by the clock, which for you means PUNCTUALITY and DEPENDABILITY. Since all emergencies can't be covered by special training and preparedness, you will have to be CALM and RESOURCEFUL.[1]

Once upon a time the air companies would accept only registered nurses as applicants. However, that stipulation is a thing of the past. Most companies differ but slightly in their educational requirements, but generally speaking you will be accepted if you are either a registered nurse, or a high school graduate with one year of college or one year of business experience.

You still think that you want this kind of job? OK. Next thing to do is to write several companies for application forms. After you receive the application blank, you will note that each company lists its individual

1. AIRLINE HOSTESSING - High School Series, Ladies Home Journal

requirements. After you have filled out and mailed the application blank, you will be notified within a period of seven weeks that you should appear for a personal interview at the airlines division headquarters nearest your home. Note, everyone, that the personal interview is IMPORTANT - you won't be considered for a position without it.

If you are one of the lucky few to be accepted by the interviewer, you will then be required to take a training course, lasting from four to six weeks.

After all these preliminaries have been overcome and you have passed the training couse, you will be right where you have dreamed of being for a long time---flying. And it will be every bit as stimulating and exciting as you had visualized it.

Now perhaps you'd like to know how much you will be earning. We found out that as a beginner hostess, you will probably start at $40 a week and be issued a raise of $5 at the end of every six months until you are making the maximum salary which is $60.

We'd like to quote for you what some of the experts have to say in relation to airline work:

"To be a good airline stewardess, a girl must have a definite love for travel and interest in people - in all kinds of people. The traveling American public is composed

of a cross-section of American personality types. Her interest in people is the most important qualification.

Her background, personality and physical qualifications must, of course, fit exacting standards. She must be attractive, have a pleasant disposition, clear complexion and even teeth, a sales personality, a stable temperament, good judgment and good character. In other words, a typical American girl."

So if you are still interested, we suggest that you sit down, decide if you meet the various qualifications as we have listed them. If you do, go ahead and write the airlines company. Here's luck to you!

BE ON THE AIRWAVES

WRITE FOR RADIO

By Roy Loyzelle

How would you like to write scripts for radio programs? I know I would because it is so interesting, and the pay is very good.

But it's no cinch to be a writer. In high school it would be a good idea to take a general language course. If possible the student should enroll in a journalism class, and try to get on the staff of his high school paper.

Radio sequence is a three year college course where one takes all the necessary subjects such as English, History, Speech, Psychology, accompanied by two years of professional work in which the student does such things as radio news writing, feature writing, and news broadcasting.

Many who want to write for radio enter the field through the free lance market. That is, they write scripts at home and send them into various programs and if they are lucky, their scripts are accepted.

The writer must have an imagiation and be constantly searching for new ideas. The writer must write in a fashion that will appeal to the public, and above all,

the writing must be original.

A contract writer is under contract to supply a script every week for a stipulated sum.

The staff writer may write commercials, speeches, interviews, or variety shows. He also has to make revisions and improvements on material that is handed to him. Furthermore, he may have to serve as an announcer, press agent, or an actor.

The salary of a writer is determined by what field of writing one enters and the quality of one's work. Writers earn anywhere from $25 a week to several hundred dollars a week.

There are many opportunities. Script writers are becoming more and more appreciated. Radio writing is becoming a more stabilized, better paying occupation. A script writer may receive an offer to join the staff of a station or network or he may be contracted to write a series show, which would mean steady employment at a good salary. Many successful radio script writers have had offers to write from the motion picture industry.

HUP,TWO-THREE-FOUR, FORWARD MARCH,HOW ABOUT THE ARMY ?

by

Roy Loyzelle

The Army is our largest military force and has numbered more than 8,200,000 soldiers.

"There are schools for aviation mechanics,auto-mechanics, radio operators, telegraphers, pilots, bombardiers, navigators, and many other specialities. The Army does not agree to give every recruit a chance to get this specialized education, but most soldiers who show any ability, interest, and industry will get their chance."

"The Army also has a Specialized Training Program, wherein the men who prove themselves most capable will be sent to college with expenses paid, after completing their basic training."

In organization the Army is divided into three parts: the Air Forces, The Ground Forces,and the Services Forces, each of which in turn is divided into a number of branches with specific tasks to perform.

One could join the Air Force,Infantry,Field Artillery,Coast Artillery or The Armored Force.

Army Life--Basic Training lasts 17 weeks. The men get up at five thirty A. M., and after breakfast must clean up their quarters for inspection. "Until about five o'clock the whole day is spent in military drill, physical exercises, lectures, and demonstrations." Then the recruits are usually free until taps are sounded at eleven. The pay for a private is good when you consider he doesn't have to spend any of it on food, clothing, shelter, and medical care. Also, the vocational training will be useful in civilian life later. The soldiers get a partial pension after 20 years' service and full pension after 30 years.

On the other hand, Army life is one of rigid discipline and unquestioning obedience." And during a war there is always the risk of life. Frederick the Great once said, "No soldier is safe until he is dead."

" CALLING DOCTOR"..... SAY, COULD THAT MEAN YOU ?

by

Jean Stevens and Dorothy Martell

So you are interested in becoming a doctor? Well, we think we'd better warn you that it isn't as glamorous as many movies and best sellers picture it. But if you can successfully meet the three basic requirements plus "the three D's of doctoring," after many years of hard work and consistent effort, you have a good chance of obtaining your goal. The qualifications you must meet are a better-than-average intelligence, better-than-average health and a means of support until you are at least 26, while "the three D's" to cultivate are discretion, diplomacy and dignity.

If you have these qualities and really are sincere about studying medicine, here's an idea of what you'll be doing for the next ten or fifteen years. After completing high school, (supposedly with good grades) you will spend from two to four years in college, the average cost being $1200 per year. While in pre-medical school, it is necessary to continue getting good grades, as these grades, plus personality, attitude, adaptability and reasons for wishing to become a doctor, will count heavily in your application

for medical school. By this time you are about 21 and not yet half way through training, as you now have 4 years of medical school. The tuition here averages about $850 a year, excluding board and room, but scholarships and loan funds may be obtained. Following this you spend two years in internship during which time you receive your room, board, uniforms, laundry, but no salary.

Then it is up to you to decide whether you want to become a specialist, a general practitioner, or enter institutional or administrative work. If you choose to specialize, you must plan on five added years of training in a large hospital or a graduate school here or abroad. As a specialist, you receive, from $5,000 to $20,000 a year, compared to the $2,500 to $10,000 of a general practitioner or in administrative work.

If you believe yourself capable of completing these long years of preparatory study and even longer years of ministering to the sick and troubled, you will find yourself in a rewarding occupation, for what gives one more satisfaction than being able to protect or save a human life.

For information concerning schools with good premedical courses and approved medical colleges, write to the Council on Medical Education, 535 North Dearborn Street, Chicago, Illinois.

FOR A FARMER'S LIFE - THREE REQUISITES

By Willard Taylor

If there are any students in the school who are planning to study agriculture, this feature is dedicated to them.

There are three essential "keys" to successful farming, and all three must appear if you are successful. First is knowledge. Many people believe that any man, no matter how ignorant or intelligent, can run a farm. This is not true. Although one might be able to do the work, it is no sign that, if it were his responsibility, he could manage the farm. To be successful one must have a sufficient school-room education as well as practical experience. It has been proven that men with college training were more successful than those who started farming after high school.

The second key is capital. It is important that you have capital for, without one third of the desired investment, no one would be likely to sell you property. Besides the amount invested in land there is a necessary cost of equipment. If it is desired a certain percentage of the capital may be borrowed, depending on few circumstances, from the local bankers.

And the third "key" is the love of the calling, in other words "Ambition." If a man is well-developed in knowledge and has sufficient capital, but does not have a sufficient amount of will-power and ambition he is not likely to succeed. If you feel that you don't have love for the calling, you might as well forget about agriculture, and study something else before it is too late. On the other hand, if you are certain that you have a love for the calling why not start now and open a savings account in the local bank, so that when you get the sufficient knowledge, you will have some capital to start you out. It will also get you acquainted with business, and will enable you to borrow money on credit, if you need it when you buy your farm.

HOW ABOUT A FLYING CAREER?

Upon inquiry we have learned that some of the boys in high school are interested in flying and would like to see articles in the paper dealing with the possibilities one may find in relation to a career in this comparatively new vocation.

We learned that a flying career ranks with the professions because of the broad training required and the responsibility involved.

The physical requirements that must be met include an age range from 22-32, height from 5'7" to 6'3"; weight 135 to 200, hearing normal and eyesight normal. One should have a minimum of 200 hours solo flying time before being considered for a flying position.

You might be interested to learn that the principal source of applicants is derived from application files, present employees, schools, other companies and promotions within the company.

Important physical factors to be considered include appearance and manner, plenty of initiative, mental alertness, and emotional stability. The physical requirements are exacting.

Pay is received monthly or weekly and ranges from $200 to $260 a month. Bonuses are paid as a result of suggestions made to improve conditions.

Personal factors are considered most important. A pilot-to-be must have a good personality, be reserved, self-controlled, and competent. He must also set a standard of efficiency, courtesy, and decorum. Furthermore, he should possess mental alertness, mechanical aptitude and initiative.

His education must include grade school and high school. Two years of college are desired.

The training involved includes 2-3 years as co-pilot, training on the job, promotion in order of seniority with advancement in following order: first officer, Reserve Captain, Pilot, Check Pilot and Chief Pilot.

The pilot flies commercial air transport planes in scheduled service. He must possess a commercial pilot's certificate, and radio operator's license.

Still interested? Sounds like a rugged career to us, but there is no doubt that it is interesting, exciting, and spectacular.

If you want further information write to the Department of Education in Washington for further information concerning careers in aviation.

IT'S JOURNALISM THIS TIME!

We are all interested in journalism here on the Red and White staff so we naturally pricked up our ears at this very latest assignment. We have been most interested in the Household Career Series dealing with various vocations and put out by the Ladies Home Journal. Naturally this last bulletin to come in has fired our immagination. We are very glad to pass on to you the information acquired.

We were interested in learning about the different kinds of reporting. First, there is the general assignment reporter who may be told to cover anything ranging in scope from a murder on Commonwealth Avenue, to a luncheon speech by some visiting celebrity. If you do this kind of reporting you start with little available information but you must "ferret out the facts" checking all available sources for possible leads.

Beat men are reporters who are regularly assigned to the same district who cover routine events either at the city hall, the hospitals, the schools or police courts. To do this sort of thing you need to have a good memory, a pleasing personality and time.

Other reporters are habitually assigned to cover community activities, city recreation projects. Women particularily go in for such feature writing as articles on fashion, beauty, and the social and home-making world for that section of the paper customarily known as the "women's page."

You must be quick, accurate and get all the facts. Now, how about you? What qualifications must you have in order to be considered a likely candidate for newspaper work?

First of all, you must be curious and eager to learn about life and people, think a lot and try to see a reason for all that happens in the news.

Next, personality and confidence in oneself are most important. You must be able to meet people, all kinds of people, and make them feel confident in you. A newspaper reporter should be resourceful and persistent. Other important qualities are an active and lively immagination, accuracy, thoroughness, and literary ability.

You should read a lot and LIKE TO - at least one newspaper a day, plus magazines and just as many books, fact and fiction, as you can lay your hands on. In your reading you should pay particular attention to both content and style, storing away for possible use in the future as much general information as you can.

Now about your training. In this modern world of ours most newspapers demand and get college trained individuals for their staffs. So first of all you should attend a four year college which will give you some background and instruction in journalism. This college background will give you an understanding and background of literature, history, government, political sciences and economics. You should take at least one foreign language. Get more training if you can by trying out for the school paper and other publications.

It will be really hard to land a job - a good one right after you graduate. It takes time and experience. However, you might find work in the women's department of a newspaper - either in the society, women's and children's and home economics pages. There is a chance that you might do straight news stories on anything pertaining to the social or fashion world. As time goes on and you acquire more experience you might find yourself a reviewer of books, music, art and the theater. Later on when you have become a valued employee you might find yourself as foreign correspondent reporting world news from all parts of the globe. Again, you might like to work in news bureaus - special ones such as the United Press, Associated Press and International News Service. These bureaus supply major newspapers with news and feature stories.

Just how widely known you will become and how far you will go depends largely upon you, your ability and promise.

Salaries, of course, are an important consideration. We found out that those working at the copy desk work from $60 a week, while the starting figure for cub reporters ranges from $25 to $60 a week. After six years of experience a reporter may earn from $50 to $100 a week. Copy boys earn from $15 to $30 a week.

We thought that you might like to know what one of the experts has to say about a career in journalism. We quote Herb Caen, Columnist of the San Francisco Chronicle:

"First, try to get a job on a small-town paper. I did, and it has paid off handsomely. On a small-town paper, you get unlimited experience in a short time. In my case, for instance, it was all in a day's work to do rewrite, handle sports, write headlines, cover the police beat, deliver the papers, and, at the end of the day, sweep out the city room. After four years of this kind of training, I landed a job on the San Francisco Chronicle - sweeping out the city room. But seriously, don't make the NEW YORK TIMES your first objective. A couple of years' training on the Larned, Kansas, TILLER AND TOILER will give you a background you'll never forget."

Interested in this for a life time job? We are definitely!

LAW - HARD WORK
BUT WELL WORTH IT

by

Roy Loyzelle

In recent times lawyers have done more advising than they have pleading. Lawyers spend long hours reading court cases; studying laws, and advising their clients on their rights and the best method of winning their cases.

Lawyers may work for land owners, manufacturers, big business concerns, or corporations. In recent times there are opportunities for lawyers to work in social movements.

Today in America, there are about 40,000 law students. Many states require that a student have two years college work before studying law. Some require that a prospective lawyer have at least three years full time legal training. Now, there seems to be a trend towards a four year course, and more subjects are being taught in such courses. Some law schools are demanding that the student take pre-legal college work which cover such subjects as psychology, logic and foreign language. "The law student attends lectures for hours and must take

examinations on the knowledge he has gained from these lectures. The student should not attempt to work his way through a full time law school because he must devote so much time to his studies.

A good lawyer must be alert, resourceful, be able to analyze a situation, and organize his materials.

One should select a good college because there will be much competition in the future.

Often lawyers have a hard time to make both ends meet. Some lawyers make thousands of dollars a year, but the average salary is not quite $3000.

WOMEN IN WHITE

ALWAYS NEEDED

NEVER FORGOTTEN

by

Jean Johnson

Nursing[1] is a career which many high school girls enter after graduation. The need for nurses has steadily increased in the past years and they are still in demand.

According to a pamphlet published by the Ladies' Home Journal, a good nurse must have good health, and she must be able to get along with people. Tactfulness, dependability, exactitude and self-discipline are also vital qualities. She should be carefully groomed and have a sense of humor. If you meet the other requirements, possess the qualities and are thinking somewhat of being a nurse, chances are that you will succeed in being a good one.

Requirements for acceptance into a school of nursing are a high school diploma, eighteen years of age, and others which will vary according to the school of which you apply.

There are two kinds of nursing programs. The basic course is one of three years training which leads to a

1. Daly, Maureen, Ladies' Home Journal, Household Career Series Number 7.

nursing diploma. The other kind is a combination program, and leads to both a nursing diploma and a college degree. There are different phases of nursing in which one can specialize after graduating.

If you think you would like to be a nurse the best thing to do is take a college or academic course, so you will be able to meet the requirements of a nurses' school. Any hospital will be willing to send you a bulletin which gives you information concerning that school of nursing.

GIRLS INTERESTED IN NURSING CAREER
HEAR SECOND OF VOCATIONAL TALKS

In the second of the series of vocational guidance talks sponsored by the Vocational Service Committee of the Rotary Club, junior and senior girls heard a talk designated to interest them in a nursing career.

At the last guidance assembly, primarily for upperclassmen, the girls heard talks by Francis Houghton, superintendent of the Rutland Hospital, Mrs. Dorothy Bean, director of recreational activities, and Miss Johnson, a student nurse.

Mrs. Bean's talk touched upon all phases of a nursing career. She stated that in order to become a nurse, a girl must have a sincere and lasting interest in the profession. To become a successful nurse, a girl must possess certain qualities such as a keen sense of humor, a willingness to work, a desire to be of service, sympathy and the ability to adjust oneself to various situations. Mrs. Bean explained, in detail, the training involved during the three years of study. After the training period is completed, many vocational opportunities are open for the graduate nurse. She may become an operating room supervisor,

an industrial nurse, a public health nurse and a school nurse.

Miss Johnson spoke to the girls on the training period of a student nurse. Mention was also made of the various recreational activities offered the nurses such as bowling, dances, glee club, concerts, and skiing. It was also noted that each nurse has a three weeks vacation every summer.

STUDENTS LEARN
REQUIREMENTS OF
SALESMANSHIP JOB
by
Janice Martin

Mr. Earl Phelps, manager of the Economy Furniture Store, addressed many seniors and juniors on Tuesday, April fifth in the auditorium. Mr. Phelps spoke on salesmanship as a career following graduation.

He outlined the qualities of a good salesman, courtesy being the foremost. He stated that a customer will not buy a product, regardless of its value, unless he is assisted by a courteous salesman. A person hoping to make salesmanship his career should be cheerful, friendly, and smile occasionally. He should know his merchandise, its value, advantages, disadvantages, and prices.

Mr. Phelps praised the co-operative selling course which is carried on here in the high school at the present time. Seniors, following this particular curriculum, attend school in the morning, at which time they take English and Co-operative Selling. The latter course is taught by Mr. McKerley. The students learn the basic principles of

good salesmanship and how to handle their products. In the afternoon the students work in local stores, when they put what they have been taught into actual use.

Under this system a person might eventually work his way up and become head of a department. After this, there is a possibility of becoming manager of the store. Mr. Phelps pointed out, however, that a person might reach greater heights if he goes to college first and studies salesmanship there.

Mr. Phelps was representing the Rutland Rotary Club, which is sponsoring the vocational talks at both Rutland High School and Mount Saint Joseph's Academy. It is hoped that these talks on various subjects will assist many undecided students in choosing their vocations.

CAREER COLUMN

So you gals are interested in becoming a secretary? You're getting your basic training here in high school, you like it and you feel that you can make a go of it. You need more information? Ok. We looked it up and this is what we found.

You all know that secretarial work is not primarily a glamour job because it does mean hard and conscientious work. However, if you are the dependable sort, conscientious and painstaking in your work, and have an easy-to-work with personality, chances are that you will have the opportunity to go places.

A good secretary prepared for her job in a business training school must be able to take dictation, type letters neatly and correctly, and, at times, be able to write letters on her own initiative. She must have the ability to relieve her boss of all detail work.

Let's see if you can fit into this picture. First of all, are you adaptable? Are you ready to please, willing to cooperate and able to take orders, corrections and very probably criticism? In any efficiently run business office

there is little room for either personality or temperament conflict.

You must learn, if you have not already done so, to adjust yourself to other peoples' personalities, including that of your boss and fellow employees.

Now, in relation to personal conduct you must always maintain a business-like attitude, never over-stepping the employer-employee relationship. The gal who aspires to become a secretary must have tact, resourcefulness and always be calm and gracious.

Personal appearance, too, rates high. You should select clothes that are not only smart but are conservative in line and color. You should pay particular attention to your hair, nails, and skin. Remember to wear light make-up and nail polish. If you really want to be considered tops as a secretary you will be particularily careful never to give offense in relation to either dress or grooming. A well modulated voice is something else that you must try to acquire.

Of course there are things to be considered other than personal qualifications. You must, of course, carefully consider your education and training. The very minimum educational requirement for a girl aspiring to enter secretarial work is a four year high school course of

study. However, if a girl can financially afford to do so, it is best to study college preparatory work in high school and then take graduate secretarial work in a specialized school. These schools usually offer courses varying in length from one to two years. We learned that one of the better schools offers a course of study which includes a one year stenographical-secretarial course for the tuition cost of $335 for a school year. This sum covers books, supplies and graduation fee. The course includes shorthand, touch typing, business English, training in office practices, calculation, filing, stencilling and a course in personality development. You must have your high school diploma before you will be donsidered as a prospective student.

However, if you take the two year executive secretarial course you should plan on a tuition cost of $700 for 22 school months. This particular course includes such subjects as law, accounting, economics, mathematics, money and banking which is combined with thorough training in business proceedings and business subjects.

Naturally, your most important skills are speed and accuracy in shorthand and typing. Secretaries should be able to take dictation at 100 or 120 words a minute, to transcribe this dictation at 20 to 40 words a minute,

and do straight typing at 50 or 60 words a minute. She should be able to file accurately and efficiently, be able to use a duplicating machine and an adding machine. You must be familiar with such business devices as orders, invoices, bills, telegrams, stocks and bonds, banking procedure and know how to adjust a bank balance.

Now we expect that the last question to come to mind will deal with the types of organizations which need secretarial help. We learned that there are at least ten divisions where secretarial positions are available. First of all, banking establishments must employ considerable personnal. Prospective secretaries may find employment in government offices, institutions such as colleges, hospitals, churches and charities, advertising and publishing fields, professions - doctors, lawyers, dentists, accountants, and architects must employ private secretaries. In manufacturing, merchandizing, insurance, transportation and public utilities there are many openings for young women well trained, alert and able to take responsibility.

Your salary will be satisfactory, too. The beginners' salary is listed at $25 per week, while experienced secretaries may command from $35 to $50 a week, while the exceptional secretary is paid anywhere from $50 to $75 a week.

As we conclude this article, may we quote what Miss Bertha Fischer, Secretary to the Editor of the Ladies' Home Journal has to say in relation to a secretary:

"Ability, confidence and tact are three important requisites for a successful secretary. A secretarial position can be just a job or a career, depending a great deal upon the attitude of a girl towards her work. A good background of general office routine is essential; a complete understanding of shorthand so that it can be taken rapidly and an equal ability to transcribe notes accurately and quickly is very necessary; a knowledge of book-keeping can be very helpful.

I believe the most important qualifications a girl can have is confidence-in herself and her ability to produce. Almost equally important is the ability to be a confidente and to be able to work in harmony with other people. The opportunities for a top-notch secretary are unlimited. For her it can be a step high on the ladder of success."

MANY CAREERS OPEN TO BOYS

IN VARIOUS PHASES OF SPORTS

by

Bob Crawford

Believing that the readers of the Red and White might be interested in sports as a career, this writer scouted around and delved into certain fields which might very easily turn into life occupations.

There are three phases of sports careers, the actual participation, the managerial side and those dealing with the publicity field.

Sports training begins on playgrounds or sandlots, and works up through high school, college, and then into the big time. Major league baseball or football clubs have scouts who may sign a boy with their club when he leaves high school or college. If he happens to sign with a big league baseball club, he usually is farmed out to some minor league club for seasoning. Then, if he gives a creditable account of himself, he is brought into the major league team. A ball player, if he is a star, may last as long as ten to fifteen years in baseball. Eddie Collins holds the record for longest service as a player. He played for twenty-five years.

After a player is too old to continue to participate actively in an organized sport, he may become a coach or a manager. John McGraw and Connie Mack, two of the greatest managers that ever lived, were both star players in their time. Others may obtain a position on the executive board of a club. Some become trainers others take positions as managers of minor league clubs.

Of course, baseball is not the only sports profession that may be followed up. There is professional football, basketball, hockey, racing and even ping pong.

The other side of the sports world includes the writers and the announcers. In order to be one of these one must have an excellent knowledge of the sport (or sports) that he wishes to write about or announce. Writers make predictions, build up games, write accounts of the games, hold interviews with players. An announcer must be quick on the trigger to call every play of an athletic contest correctly.

HOW ABOUT ENTERING THE TEACHING PROFESSION?

A profession that has, of late years, been brought very much before the public eye is that of teaching. During the war years countless thousands of men and women left teaching to enter the armed services or war time industries. Consequently, for a period of time, the schools of the country were understaffed or to help out in the emergency staffed by individuals either unfitted for the job or provided only with a temporary teaching certificate. Within the past few years, newspaper and magazine articles have been written encouraging more young people to enter teaching.

In view of the fact that several of our seniors are anticipating entering various schools of education in the fall, we feel that an article centering around the various opportunities steming from teaching, is appropriate at this time.

Before you make any definite plans in relation to a teaching career, let us frame a few questions and see if you can answer them successfully.

What makes a successful teacher? Do I have the necessary qualifications? First of all, we feel that to

be a successful teacher one must like people, and must like to be with and work with young people. Furthermore, a good teacher must have a strong personality and by all means should possess qualities of leadership. It is essential that one aspiring to become a teacher should have the necessary qualities in relation to guiding boys and girls through various phases of learning, and yet be able to maintain their complete respect and liking. A prospective teacher should and must be intellectually alert at all times, must have a desire to cultivate new ideas and should be eager to share those ideas.

Perhaps one of the most important qualities that a prospective teacher must possess is an even disposition. She should, at all times, be able to control herself.

Question number 2 - What must I know to be a successful teacher?

If you are planning to become an elementary teacher, that is from grades one through eight, it would be an excellent idea for you to go to a college where a four year training course is provided. Some years ago it was possible for normal school graduates to become teachers with only two years of training. This is, of course, still possible in some states. However, the trend of late years has been toward more years of education.

The High school teacher must have four years of education at an accredited college. In some places a fifth year of training is required.

Most states require their teachers to take such courses as principles of teaching, educational psychology, curriculum and methods, educational tests and measurements, and school organization. Furthermore, school teachers are expected to have a general background in sociology, social and industrial history, philosophy, fine arts and practical arts.

Question 3 - Where may I get all this training? In every state there are teachers' colleges, liberal arts colleges and universities where one may secure teacher training.

Question 4 - How much will I earn?

In many places your salary is dependent not only where you teach (grade level) but on what you teach. In many places, however, the tendency has been of late years to create one salary schedule from grade 1 through 12. However, salaries still vary depending upon years of preparation and experience. For the most part one will find that the highest salaries are found in the larger communities. We learned that elementary teachers may expect anything from $1800 to $2800. High school teachers may demand and get a

salary ranging from $2200 to $3500. The larger salaries, of course, may be found in the large towns while the smaller salaries would be paid in the smaller towns.

Last of all, as we draw this article to a conclusion, may we stress the fact that a good teacher must "possess a sense of humor, tempered with human sympathy for students' problems. To this must be added the ability to discover causes of emotional difficulties, particularily when dealing with adolescents, and to be tolerant in all situations.

A good teacher must be honest. He must be ready to admit his own failings as well as those of his students if he would keep open the channels for growth."[1]

1. Joseph M. Plavcan, Instructor of Art, Erie Technical High School, Erie, Pa.

111. Articles on Educational Planning.

In considering the course of action to be followed in relation to the presentation of articles on educational planning, it was decided to utilize as many students and graduates as possible. Accordingly, letters were written to former Rutland High School students asking them to submit contributions to the RED AND WHITE which would be of immediate interest to the boys and girls still in high school. There were some graduates who failed to make any response to this request. Accordingly, the number of articles in this particular section is somewhat less than what was originally planned. These graduates were asked to write on the college they were attending at the present time, noting, in particular, the opportunities available in relation to the various courses offered. Another course of action suggested to them was the writing of articles dealing with adjustment problems to be met by the incoming freshman.

Throughout the year members of the news staff of THE RED AND WHITE were assigned articles on the various scholarships available at different colleges in New England. In this one enterprise as many as a dozen boys and girls were engaged during the year. Occasionally a week was skipped in presenting the articles to the student body, but,

by and large, at least one and frequently two articles on scholarships and colleges were presented in each issue of THE RED AND WHITE.

THE NEXT STEP

College will be the next step for many of you upon the completion of your high school studies. We wonder if you realize the importance of your preparation for this major undertaking? All that you participate in and learn during your secondary school education will have a direct bearing upon your college success.

Many people believe that in order to derive the most from higher education, one must devote the entire four years preceding entrance into college cramming oneself with "book learning." However, colleges do not stress so much the learning of actual facts but of the entire picture of a subject. Education is not a process of learning millions of facts but a process of learning to live and appreciate life. It is far more important to learn how to use facts than to just "know" them.

We do not mean to say that you should forget your studies entirely, but that you should balance your education by taking an active interest in other activities such as clubs and sports.

A person without outside interests and activities and no friends aside from his business associates leads a poor existence. For, to be happy and successful, one must know how to play when the day's work is done: enjoy stimulating discussions, music, plays, sports, and hobbies, all of which enlightens one's work. These are the extra-curricular one must learn during high school and college years.

It all boils down to a few simple words: Do your work to the best of your ability, but also, remember that you won't be complete without the lighter and gayer things of life. If you are able to acquire a balance of classroom knowledge and experience gained through living, you will be very apt to have happy and profitable college and business careers.

THE TIME IS NOW

What about applying for college? Are you expecting that there will still be time this summer, or next year? Are you reassuring yourself that this is not the time to look ahead to future days? That tomorrow is a word in the future tense?

But tomorrows have a strange way of sneaking up on us. The time to look ahead is not later: the time is now.

Colleges are already overcrowded. They no longer are in search of students; today they must reject many qualified applicants simply because they haven't room, teachers, and facilities to accommodate those eager to pursue higher education. It's often first come, first served.

That well-qualified someone who was turned away could be you. The you who decided to wait.

For seniors especially, this is the hour. Today is the time to make definite plans; to write different colleges for application forms, to make sure that you have all the required courses and credits, to register for

college entrance exams. At this very moment, you should be making preparations for the following "big year." If you have not already done so, chances are that you will be unhappy and disappointed when fall comes.

As for members of the Junior Class, you should start now to look over the college bulletins. For you still have much time before graduation; put it to the best use. Decide what things you require of your choices of colleges, and see what your choices require of you. If there is anything which you have missed that seems necessary if you are to be collegiate within a few years, you should be able to make that up before it's too late. Inquire, ask, write. If you truly want to be on the safe side and have your mind made up, don't wait to apply. Your chances for acceptance will be much better. And you'll be somewhat certain of the future.

Freshmen and Sophomores, you may be inclined to think that you have plenty of time to decide the what, where, and how of your college days, but actually the planning of this goal can never be begun too early. The sooner you act, the surer you will be of seeing that much desired campus in the future. When the crucial moment comes, you won't have to make any quick or hurried decisions, for you can already have decided quite definitely------and you will not be saying,

"Why didn't I have more time to think and really know?"

But for every classman, this is the time to consider those marks that are so influential in deciding whether you will be "in" or "out." Perhaps they haven't been as good as they should, or could have been, it requires a little more time and effort, a settling down, to achieve a worthy report card. Start in today doing just a little more.

Start your preparation now.

PREVIEW TO COLLEGE

by

Mary Jean Burr - R. H. S. '48

College! What a magic ring that word had three years, three months, or three weeks ago! Banners waving, dreamy formals, strong be-sweatered football heroes-all the thrilling, romantic things for which wide-eyed high school girls work and slave to get their diplomas. What a magic word--until it suddenly meant being a freshman---baffled, bewildered, confused, and very, very small.

For any number of reasons, the jump from high school senior to college freshman is a long and hard one. For one thing, it means a change of environment, especially to students who come from a small high school, and who have become greatly attached to the "little red school house" and its friendly faculty members. Parallel to the change in scenery is the change of people with whom one works. Good-byes to Mama, Papa, sisters, brothers, girl chums, and best boy-friend are never easy, and the promises to write are many and teary. Thirdly, the conversion to college living means a complete difference in environment----from a large, roomy house to a small, compact dormitory room; from a secure,

guided life to an uncertain and individual one. At best, then, the average freshman enters college with a biased point of view, no matter how thrilled he is at being on his own at last.

And I was feeling average, very average, as a matter of fact, as I dubiously made my way to Battell 3 for the first time two weeks ago last Sunday. One look at the barren, cracked walls and my roommate, looking equally as baffled as myself, and I was strongly tempted to run for the bus station. My first impression of Midd., to be very frank, was an extremely bad one.

It was only a matter of hours on campus, however, before I found myself swinging into the "old Midd spirit", giving the first days and activities of college everything I had. My sudden change, of course, was due to the friendliness I found all about me. The magic word "Hi" and a smile from everyone I met made me soon feel wanted, and my former fears and doubts were transformed into ease and complacency in no time. Upperclassmen and freshmen feel immediately at home, and they couldn't have met with more success. To say that their friendliness was gratifying is a gross understatement.

Now that I felt established in my new environment, I began to "sit up and take notice" of my surroundings, and immediately liked what I saw. What once seemed like a barren,

lonely room had now become homey, comfortable, and very livable, and I discovered that it had many potentialities as a place well-suited for study and fun. The campus as a whole seemed like a dream come true, with its ivy covered buildings, stately trees, and collegiate atmosphere, and the attractive, sunny classrooms promised a pleasant setting for several hours of work each day. Each building gradually fitted itself into a logical pattern that provided the back-ground for a well-balanced and complete college life.

Slowest in formulating itself in my mind, but probably most striking of my first impressions of Middlebury, was the strong feeling of unity of which I became more and more aware as my days at college wore on. Everywhere I went, everywhere I looked, the spirit of co-operation was prevalent, and the apparent interest, enthusiasm, and desire of good of the individual seemed to set the key-note for the smooth-running and efficient organizations on campus. The prevailing unity inspired in me, as a new-comer to Midd, the desire to contribute my share to any and every phase of college life that I could.

Friendliness, atmosphere, unity: these, briefly are what have impressed me most about Middlebury. More than that, they have challenged me to become worthy of being a part of this college. As an individual, as part of a group I hope to be able to meet that challenge.

IMPORTANT IN EDUCATIONAL PROGRESS

RHS GRAD REPORTS ON CASTLETON

by

Geraldine Phillips, '47

Today in this everchanging world, one of our most outstanding fields of work is education. The career, education, offers many and varied opportunities for both men and women of talent and sound personal qualities. No institution is more representative of American democracy than the public school.

Castleton's Teacher's College is one of our state institutions which has become an increasingly important factor in promoting Vermont's educational progress. It is a four year degree-granting college operated by the Vermont Department of Education for the purpose of training people for service in the elementary and junior high schools, also find positions as teachers of special classes.

The primary function of this college is to endeavor to provide each pupil with opportunities for a rich cultural background and a variety of experiences insuring the development of professional knowledge, attitudes, and skills fundamental to good teaching. A professional preparation in

related theory and practice both on and off campus which seeks to enable the students to become effective community teachers in a major objective. Much emphasis is placed on education in terms of 20th century culture, heeds, and interests. Courses in all major subjects are available in the 120 semester hours or more of college curriculum required for a degree.

Work, play, entertainment, relaxation, and inspiration are mingled to produce well balanced persons, Among the list of activities featured at C. T. C. are class organizations, student government, dramatics, teas, banquets, parties, formal and informal dances, intra-mural sports, Yule Log ceremonies, winter carnival, and "subject" clubs, interests for one and all. Evening entertainment including symphony concerts, pageants, and lectures by outstanding and interesting personalities provides opportunities for expanding cultural interests.

A unique work program whereby capable, industrious students may defray some of their cost of attendance enables many students who might otherwise be unable to attend college to study at Castleton.

Graduates have had no difficulty in obtaining positions and it is probable that there will be many good teaching jobs for years to come with the constantly growing number of pupils entering school each year. This number has

multiplied many times during the present century. Castleton Teachers' College continues to instruct, guide, and impliment its students in the best tradition so that they in turn may go forth to spread the knowledge and raise the standards in education, so necessary to the American way of life.

COLLEGE-RIGHT IN YOUR OWN BACK YARD

by

Jane Rudin--RHS '47

It is very easy to overlook the opportunities closest to oneself. In the case of choosing a college, this oversight is all too frequent -"going away" seems to be one of the main appeals of college. Yet here in Rutland we have an opportunity which should not be cast aside without further examination.

Rutland Junior College is very new: that in itself is a great advantage. Very few customs have been established which cannot be changed. New ideas are welcomed more enthusiastically here than in the traditional institutions. And new ideas have a way of becoming reality, too, for example, this winter one student thought a winter carnival would be fun and, although there wasn't much snow, the carnival, complete with side-shows, was held successfully.

Rutland Junior College has another distinct advantage in the size of its student body. Classes are very small, which is especially valuable in language and laboratory courses. All the students know each other, so a

spirit of friendliness prevails, over the campus.

The students know the instructors too, not only as teachers, but also as individuals.

The courses which the college offers are widely varied. There are two main divisions: terminal education and courses for those who will continue their studies in senior colleges. Besides the liberal arts program, there are secretarial and business courses.

Although this is only the third year which Rutland Junior College has been in existence, extra-curricular activities are well established. Activities include athletic clubs, glee club, dramatics club, music appreciation, newspaper, supper bluc, and outing club. Besides the athletic clubs, there are college teams for basketball, baseball, skiing, and track. At present there are no fraternities or sororities.

If you would like an opportunity to be a vital part of your college, choose Rutland Junior College.

HAVE YOUR CONSIDERED

OUR OWN U. V. M.?

by

Bob

The following article was written in an attempt to enlighten R.H. S.'ers who may be considering the University of Vermont as the next step in furthering their educational career.

The first question that invariably comes to one's mind centers around the entrance requirements that must be met. We learned that a boy or girl who anticipates attending our state university must have the recommendation of his high school principal, and, most important of all, should have a relatively high standing in his graduating class. It is also necessary for the prospective freshman to file with the registrar of the university a school record of courses completed. Furthermore, it is advisable for him to plan on a personal interview with the director of admissions.

Now, how about expense? In checking through the annual U.V.M. BULLETIN, this reporter learned that the tuition fee varies somewhat in the different colleges of

the university. In the College of Arts and Sciences, College of Technology, and School of Education and Nursing, the tuition fee is $370 a year. The School of Medicine charges $500 a year tuition, while in the Agricultural College one pays $170 a year. Room rent may range from $150 to $200 a year, while board in the college dining halls averages a little over $300. There are other expenses of course, but this will give you a rough idea of the basic items.

Undoubtedly by this time, you are wondering if there are chances for you to obtain work and scholarships. There's no guarantee that you will, get either one-but you can try. The University Employment Bureau is maintained for the purpose of assisting any student enrolled in college in securing either regular or occasional work. Any one can apply for a scholarship, too.

You can prepare yourself for practically any life career, Teaching, nursing, secretarial work, medicine, engineering, or chemist. So you see, it's worth your while to consider our own U. V. M. as you look ahead to your future education.

THREE CHEERS FOR WHIPPLEOFF, ALL RIGHT

MIGHT BE WISER NOT TO GO, THOUGH

by Penny

College! Now there is a magic word. Shall we bow and give three cheers for Whipplepoof University (facing east, of course) that dear old school you'd like to make your alma mater? Naturally I know that going to such a place is pretty wonderful thing; everybody's doing it! And you certainly don't want to miss out on the fun.

Oh, but now cometh a drear warning! Let me tell you the sad tale of Gorgeous George, a football star. Gorgeous' old man decided that his prowess on the field of scrimmage should not go unheeded, and managed to get G. G. into dear ole Whipplepoof, (by hooks, crooks, and even bribes, I am unhappy to say.) Georgie, with the help of several geniuses, managed to get by for four years, and finally graduated, not CUM LAUDE, mind you, but just out. Of course, the coach hated to see him go, but Papa simply refused to spend another $2000 a year to let Georgie's pals do all the work.

Now by all rights, where should George, a college graduate, be now? Behind a desk, pushbutton secretaries, built in bars, and everything--$10,000, a year man, at least.

But fate is often cruel. Remember said Gorgeous

was a hefty, and he's got a heavy job now, heavy grease one, that is. (Secretly you understand, George's abilities simply weren't suited for a position requiring college training.) He's a working in a garage, tickled pink with this job. Ask him someday what he thinks about a college education in his case, and he'd probably say: "Well, ya see, took me four years after college graduation to learn all I know about cars. For me it would have been a lot better getting all that when I graduated from high school. College was fun, sure, but it really wasn't necessary."

The moral to this little story, kiddies, is simply: It's nice to have a college degree, BUT, if you or your abilities can't take it, if it's not needed for your chosen vocation, don't go. Use time and money to their best advantage.

ANNOUNCE SCHOLARSHIPS AVAILABLE AT

B. U., YALE, COLUMBIA AND UNION COLLEGE

Aid Awarded On Basis Of Financial Need,

Character, Academic Record, Leadership

by

Janice Martin

Each year thirty four-year National Scholarships varying in amount from $600 to $1,200 a year are available in Columbia College, Columbia University, New York City. The purpose of these scholarships is to make it possible for a group of students from all sections of the country who have shown unusual promise in their schools and communities, to obtain their education at Columbia. Scholarships will be awarded on the basis of high school records, academic and extra-curricular, and upon the recommendation of the principal.

Boston University is offering several scholarships to needy students. There are four-year full-tuition awards for students living outside commuting areas. These scholarships are granted on the basis of character, outstanding scholarship and leadership in high school. The results of the College Entrance Examination Board Scholastic Aptitude Tests, and any other tests which may be required

by the committee are used.

There are also a limited number of smaller, partial-tuition awards for the first year. These scholarships are based the same as the above mentioned.

Regional scholarships are awarded annually to students all over the United States, from Yale University. To be eligible for one of these scholarships, the candidate must have lived for at least three years in their particular region.

Awards are made after careful investigation of the candidates' personal character, school and entrance examination records, qualities of leadership, evidence of all-around development, and financial need. A personal interview with one or more alumni representatives is required.

All applicants for admission and scholarship aid are required to take the Scholastic Aptitude and three Achievement Tests administered by the College Entrance Examination Board. These examinations require no special preparation beyond proficiency in regular school studies. Arrangements are made for Scholarship Candidates to have a personal interview with designated representatives of the University in their region.

Union College in Schenectady, New York will honor former students who were casualties in World War ll by awarding twelve $500 full tuition Regional scholarships for the Academic year 1949-1950. Union College tries to extend financial aid to students of high intelligence and character, who show that they will profit from higher education.

Further information about all scholarships may be obtained from Mr. Guild.

WESLEYAN TO GIVE

SCHOLARSHIP AID

Offer up to $800 a year

"In order that a government of the people, for the people, and by the people shall not perish from this earth," the immortal words of Abraham Lincoln spoken to an awed gathering at Gettysburg, Pennsylvania. The words are as much a part of our heritage as education.

Education is one of the greatest assets afforded us to preserve our precious heritage. Here in Rutland High School, the opportunity to prepare oneself for many occupations and for further education is given. The Academic Curriculum offers subjects to train for both a job immediately after high school and for further education if so desired. The College Preparatory Course explains itself.

Those students who would like to attend institutions of higher learning can now more readily attend these schools. Money need not hamper anyone's desire for knowledge. Scholarships are available to aid prospective students. The Red and White has received information regarding scholarships to Wesleyan University in Middletown, Connecticut. This is a

highly rated university for male students. It has available for freshmen four scholarships. The Olin Scholarship offers up to $800 a year to six candidates in the freshman class. Selection is based on scholarship, character, and leadership in extra-curricular and community activities. The basis for receiving the $700 a year Regional Scholarship is the same but is primarily for residents of states other than Connecticut. Fifteen members of the freshman class can receive $600 annually for outstanding academic achievement and financial need under the Thorndike Scholarship. Wesleyan University offers one more scholarship to freshmen. $100 to $500 a year can be obtained under the Standard Scholarship available to thirty students for academic standing and financial need.

111. Summary

In evaluating this particular aspect of the guidance project, it is important to note, that while the staff was successful in presenting many stories in relation to careers, they fell down somewhat on the college and scholarship articles. It is unfortunate that more graduates of the Rutland High School while attending different colleges did not participate more actively in the program. In making any more such plans for the future, it would seem feasible for one to plan the activities a year in advance.

At the very beginning there were complaints apparently coming from a minority of the school population that the entire paper should be filled with newsy, gossipy articles dealing with students and everyday happenings. It was a little difficult at that particular time to determine just what percentage of the student body was behind the movement. Consequently, as this series of articles drew to a conclusion, a survey was conducted throughout the school in an attempt to find out to what extent these articles were read by the boys and girls. With very few exception the student body agreed that they had acquired some benefit from this career column. Furthermore, they urged that it be continued another year, and suggested

various means and methods of improving the presentation.

Since the survey was conducted, it has been more or less decided that the majority of the students-serious minded, intelligent boys and girls are interested in a continuation of articles that will reveal information definitely helpful to them. They do request that it be presented in an interesting and stimulating manner. Another year, once the first steps have been taken, it will be easier to have staff members understand just how they should develop their articles. The really difficult part is past.

Many students said that they would like to have the staff go into more complete detail in relation to career training. The articles opened their eyes to the possibilities, but did not reveal as much information as they would have liked. However, if even this much has definitely been accomplished, considerable encouragement is felt on the part of the high school newspaper staff and its faculty adviser. Another year, the emphasis will be practically the same, yet staff members will endeavor to write at greater length. The fault lies in the fact that the staff is hampered somewhat as to space. Advertising pays for the paper and in the majority of cases, story assignment hinges on the number of inches of advertisement to be placed in that

particular issue.

In addition to the knowledge acquired by the student body, as a result of these articles, considerable stress should be placed on the benefits derived by the staff and guest writers as they did their research and studying in relation to the various vocations.

CHAPTER IV

ARTICLES RELATED TO SOCIAL-RECREATIONAL PROBLEMS

1. Scope of Reporting.

In further evaluation and analysis of the Mooney Problem Check List, it was learned that another item of considerable importance for the Rutland High School students was Social-Recreational Activities.

This particular area ranked second for the seniors, fifth for the juniors, and sophomores, and sixth for the freshmen.

The Social-Recreational Activities included, among other things, such items as wanting to learn how to dance, uncertainty and awkwardness in relation to social etiquette, wanting to learn how to entertain, taking care of clothes, and making a good appearance.

In an attempt to put out a well balanced and interesting high school paper, it was not always easy to get as many articles as one would have liked in the different areas. Students and staff writers alike demanded a type of newspaper that occasionally did not conform to the best standards of journalism and even, at times, seemed

comparable to the tabloid. For this reason, the assignment of articles was so planned that no boy or girl would become dissatisfied with the original plan and set-up.

The area dealing with Social-Recreational Problems was treated in one aspect or another by the entire feature staff - a group composed of some fifteen boys and girls. The feature editor, a senior girl, was in charge of the articles dealing with boy-girl relations. In this respect she was assisted by the news editor of the paper who was interested in this particular area. These two girls, with the occasional help and encouragement of the associate editor, wrote a major portion of the articles appearing from January to June of 1949.

Other articles appearing throughout the year dealt with student opinion and ideas in relation to courtesy and manners. This angle was handled by three RED AND WHITE feature writers under the supervision of cynthia Taylor, a junior, who was later appointed feature editor for the year 1949-1950. In addition, occasional contributions were received by students not, in any way, connected with the paper.

Boys and girls included indicated a desire to have stories appear which dealt with various aspects of personal appearance. In scanning the results of the Mooney Problem Check List, it was at once apparent that this interest was characteristic of all four classes.

11. Articles on Courtesy and Manners.

SWAP SHOP

TO MY DAUGHTER AND ALSO ALL YOU GIRLS

So you want to know what I want my daughter to do, how she should behave, conduct herself, etc. eh! Well, you brought it on yourselves by asking so here 'tis:

1. Study and work at her studies commensurate with her abilities - then don't fuss, fume, stew, and worry about them. Five years from how those grades will not make any difference anyway.

2. Don't get all hot and bothered about your little clique of girls, your social activities, your dates, your girl friends' dates, etc. Let them run their lives as they see fit and you do the same.

3. Be nice to all people at school regardless of their social and financial status.

4. And for heaven's sake - right now you are developing your personality and character so put some sunshine in it. Don't save all the sunshine just around school to try to impress everyone on "How sweet you are," spread sunshine at home-relax-enjoy life in a little different way. You are making hard work out of school when

it can be made a pleasant mixture of work and play.

5. You are preparing for life now--in a way--but you are missing the boat in not preparing more for your biggest chore in life not so far ahead of you now.

I mean - learn now some good old practical home economics at home. Learn to cook some and also to sew and keep house a little - but particularily learn to cook - a little. Don't practice some horrible experiments on some nice young man after you've hooked him into saying "I do" - and then practically ruin him for the rest of his natural days.

"The National Echo"

YOU

To you-teenager and student at Rutland High School-we speak. During this, the beginning of a new year in our lives, resolutions as future guides are carefully made, but, we fear, just as carefully disregarded when necessary. We offer you but one of these and hope that you will find it valuable and lasting.

Each of you is YOU and ONLY you. Why try to be like someone else-your hero or your ideal? You're different from all others and you should be justly proud of the fact. Any attempts to make yourself resemble your best friend in looks or actions are only superficial and are easily seen through.

As examples: don't choose the college a friend does unless you're sure it will afford you exactly what you desire; don't attempt to dress like your older ideal unless those clothes are absolutely suited to you. You'll be noted and remembered for your originality, not for the fact that you were one of the sheep in the flock. Don't try to be silly and witty if you're just naturally awkward and superficial. And, above all, don't follow the "Gang" and do or say things which your conscience rejects-for, as the old saying goes,

"It's better to be safe (and probably right) than sorry."

Let's see the real you come forth, and, teenager, be yourself: be natural.

TIPS FOR TEENS

by
Pat Hubbard

Uh-ah-gee! ! ! ! gulp- "Nice heather we're waving, I mean-" Well kiddo, what DO you mean anyway??????????????

There's probably nothing worse than trying to start a conversation, but just the same here is so, we might as well make the most of it. Believe it or not conversation can really be FUN. It isn't like a sermon or a debate on just one subject you can say what you want about anything under the sun, and take my word for it, lots of friendships start this way.

Well, back to the beginning again. You've got to dive in sometime-and the longer you take the colder that water's going to get. Don't be a schemo, you must have something in common or you wouldn't be near each other. Maybe it's a common Geometry class, there's even a chance you know his third cousin twice removed, NO?????????Well, at least you're both alive, so what more do you want?????? Forget how corny it may sound and say something, even about the weather, if you are at a total loss; the important thing is to get started ! !

Now we're on our way, let's see what the sign posts say on the road to a good conversation. 1. STRAIGHT

AHEAD---to contrary opinions, but stay away from angry word blows. 2. TURN RIGHT---into new topics, who could talk about the weather forever?????? 3. SLOW DOWN---be careful not to talk about things that are dangerous subjects, liable to embarass someone present, or of personal interest only. 4. PUT ON YOUR BRAKES---when gossip comes your way. Gossip is fine, but watch out you don't say something that really hurts! ! ! ! 5. STEEP HILL---even if it's a hard pull, look interested in what the other person is saying. Even if he's talking about hydrolic pressure, listen with blue eyes wide, maybe he'll take the hint and switch to the blue decorations for the dance.

6. LOOK OUT FOR - a sense of humor, a "must" in easy friendly chit-chat. 7. THOROUGH STOP---on the solo talk, give others a chance or hire a hall and give a speech! ! ! !

TIPS FOR TEENS

by

Pat Hubbard (senior)

Telephone's ringing, telephone's ringing- could be your house? ? Could be ! ! ! Just supposing that it is, and a big date is on the way, let's check up and see if you know the evening's score.

Around here a date usually means the movies and although it won't rate a five page spread in your diary, it can be lots of fun whether you go with Georgie Porgie or the girls. Up here in the hills of Vermont where the thermometer hits those brrrr numbers you can step inside the lobby and wait for the man of your dreams while he stands in line. However, if your life seems like a cold mustard plaster without him, walk beside him as he moves to the ticket booth where you will step aside while he forks over. If there is an usher, follow him down the aisle, but if he has just eloped with the ticket seller, let Georgie lead the way.

Don't forget to say "I'm sorry" or "Excuse me" when you start the long climb over peoples' knees - never "Pardon me", which is surprisingly very INCORRECT ! !

Now you have found a seat, your escort has helped you off with your coat and-now what????? Remember the old song "Holding hands in the movie show when all the lights are low" well, dear reader, the lights are low, so-o-o-o-o, if you want to hold hands who am I to say no soap?? But, please skip the love bird routine. People behind you paid good money to see the movie not a second showing of what goes on when you and your date - for the last time on the front steps. Besides, aren't you embarrassed to play post-office with the hole town watching and planning tomorrow's gossip?

DON'T BE D.D.D.D. OR EVEN WORRIED
GET ON THE PERSONALITY BANDWAGON

by

Pat Hubbard

Gee whiz I'm so dumb! ! ! ! I guess I must just be a D.D.D.D. (a dodo doomed to disappointment and disillusionment.) Is that the way you feel especially after a six weeks brain teaser or a top drawer blunder in class????? Cheer up-you don't have to be an Einstein junior grade to make a success out of your life, you don't even have to be brilliant! ! ! !

Don't believe me, huh? ? ? Well, lnd me your kind attention while I reel off a few statistics for your benefit.

A national survey of job prospects for one half million young people found that personality qualities were named first in employers' requirements, more times than all other qualifications TOGETHER.

In an investigation of 4,000 "little pink slips a la paycheck" (your're fired, that is) only 400 were fired because of lack of specific skills such as in English, typing, spelling, machine-operation, or arithmetic, while

the other 3,600 were separated from their paychecks for such PERSONALITY traits as carelessness, laziness, or failure to cooperate! ! !

Why, dear comrades, even to get into college, one of the most determining factors as to whether or not you will be accepted is the personality recommendations of your faculty and persons in your community.

Even if you're not a genius, but you have something on the personality ball, reports prove that you're more apt to get the position open and will bring home more bacon than the brain with the stuffed cranium who has no interest in those around him, no sense of humor, dependability, initiative, confidence, or good manners in most fields including the professions, public service work, or office work.

So you see things don't really look so dark, even if the brains you were stuck with create no new horizons of learning. Make the most of what you have. The bright spot is that you DO have control over your personality qualities and so-o-o-o- on the basis of the preceeding facts you DO HAVE THE POWER TO ACHIEVE GREATER SUCCESS IN LIFE!!!!!!

TIPS FOR TEENS

by

Pat Hubbard

Nobody understands me!!! (Pardon me for eavesdropping but wasn't that you moaning and groaning just a while ago ??) Remember, it was the time your father stood with a stop-watch while you were having the most satisfactory gab-fest with the Joe you were keeping your fingers crossed would ask you to the I. R. C. Hop -- A-h-h-h-h cruel, cruel, world!!

I'm often tempted to agree with you, but dutifully trying to be a GOOD INFLUENCE I surprised myself by finding some arguments on the other side of the fence.

Who pays the telephone bill? --uh-huh I thought so. Maybe he has a call coming in so when he turns a bright shade of purple-give Dad a chance too, remember it's share and share alike. I can just hear you saying "IT ISN'T FAIR Mom talks for hours with one of the ladies in her club, but if Bill and I talk over fifteen minutes she's fit to be tied!!" Probably she is talking about something important, but just the same she should take into consideration that some of your conversations are important! Ixnay on carrying that "Important" excuse too far, though. Honestly couldn't some of those

sessions wait till tomorrow and the walk between classes???

If you are blessed with brothers and sisters, the situation is even more complicated and the mad dashes for the phone may result in broken bones and fractured skull. Why not each have a different night when it's your job to answer and nobody else's, think of the doctor bills you'll save.

According to the authorities five minutes should be your limit unless it's top drawer priority, but I say after ten "Let your conscience be your guide--and don't forget the telephone is for convenience sake and not a substitute for a date!!

TIPS TO TEENS

by

Pat Hubbard

He loves me -- he loves me not -- Chances are he'll love you more if you take pity on his empty wallet and suggest an evening at home for a change. "Gosh no !!!!!!" you gasp, "what can we do?" . . . Well, read on --and on.

First of all, don't think that a boy will be bored at the prospects. And if you know him at all, he won't turn green at the thoughts of facing your parents for any more than a "Hello, kind of cold tonight, be home by ten thirty " greeting. Besides parents are understanding about these things, and usually don't hang around to listen to every word you're saying. Probably they won't vamoosh immediately, and though you may not understand, SO MUCH THE BETTER. You may have a chance to find out things about him with others around that it would be difficult to learn when you're alone. Find out if he can carry on a decent conversation, his interests, things about his family --all these things will help to make a good impression on your family (we hope)!!

Perish the thought, there's nothing to do!! You don't need a dance floor to dance. Records or the radio will

serve the purpose. If you're really interested in each other, you'll have plenty to talk about, and you can play cards or something.

How about an expedition to the kitchen if you really need something to do? Make some popcorn balls, show him your housewifey traits and if you keep him busy enough, he'll forget all about being bashful. After months of heart-breaking research and gooey messes I have at last discovered the perfect recipe, so here goes--

1 cup molasses	$\frac{1}{2}$ teaspoon salt
$\frac{1}{2}$ cup sugar	$\frac{1}{2}$ teaspoon soda
1 tablespoon butter	3 quarts of popcorn

Heat everything and when nice and sticky pour it on the pan of popcorn - Result 25 to 30 popcorn balls - with luck - prayer - and intuition !!!!

HEY, TELL ME, PAL
ARE THEY 2 TO 1
WITH YOU?

by

Penny (junior)

There are a great many teenagers who smoke today. Maybe you're one of them. But before you reach for another little white cylinder, stop, and ask yourself a question - "Why am I smoking?" Be honest when you answer it. Is it because it relaxes you, because you really like it? Maybe yes? Then lend an ear. Tobacco is a peculiar little plant. It's full of harmful poisons like nicotine and carbon monoxide. Also, it produces strange effects, like dizziness, a pounding heart, and coughs.

"So what?" you say. "Those don't bother me. A cigarette or two a day isn't going to hurt me." And you're almost right. You can probably continue smoking for a long time without suffering any real damaging effect, if you stick to two or three cigarettes a day. But none of this chain smoking - or you'll be sorry.

Do you feel you just gotta have a weed? Watch out! Tobacco is a drug, and if your life becomes unbearable without some, you're a minor dope addict. Whenever you

think that smoking is becoming a habit, start breaking yourself of it immediately. You can't do it all at once, but try resisting that urge little by little. After a while, you'll be smoking when you want to, not because your mind is geared to crave tobacco, and it's become a necessary requirement.

If you do smoke, where you indulge? A high school student if a little old to begin sneaking around the barn. See what your mother and father say about the whole thing. If it's O.K. to smoke at home, then it's all right in most public places. But not on the street, in front of someone who will be offended, in a place where you will seem a show off, or where there are "taboos." Be considerate as to where and when you smoke.

Don't use a cigarette as a prop to make you feel sophisticated, or give self confidence. If you do, something's wrong with you yourself. If you want real poise, find out what's lacking in your own personality and remedy the situation. A cigarette may make you feel secure, but it's only superficial.

If you honestly don't smoke and someone offers you a cigarette, for goodness sake, don't pull a horrified face, and say, "I don't smoke," or condemn the person. Simply say graciously, " No thanks." And smile when you say that, pardner, smile.

POPULARITY RATINGS GO UP OR DOWN

WHICH WAY, DEPENDS ON YOU

BY

CYNTHIA TAYLOR

"Number, please."

"1856, please."

"Hello, Jean, I'm having a surprise party for Judy tomorrow night. You know it's her birthday-so drop over. Yeah, 'bout seven. Oh, I'm asking Bev, Jane, Shirl, Jo and Joan. What? -er- you mean that new girl Barb or whatever her name is? Ha, are you kidding? She'd ruin the whole show. Well, be seeing you. Bye---

Is there a "Barb" in your school? Of course there is, for there's a Barb in every school. She has a most outstanding characteristic "NO PERSONALITY". Guess that means that the situation is getting pretty close to home, so let's get busy and find an "immediate cure for that lacking personality."

A lacking personality must be built on the firm foundation of a true liking for people. For if you don't like people, how do you ever expect them to be favorably attracted to you?

Since there is no magic formula that accompanies this building process, it is necessary to develop many fine qualities on your own. Be glad you're alive, and begin to really live. Join in with the gang at the cafeteria, soda fountain, social affairs, in "Clubbub." Come to the games, and really cheer. Wear a smile - it won't cost you a cent - tax included !!!!!

Don't brood over your own problems but become interested in the HAPPINESS of others and notice - NOT AFFAIRS. Be honest, keep your word and everyone will want to trust you. Don't always be telling other people their faults, and don't bother them with your troubles. Have a variety of interests. This will help you to start a conversation anywhere-anytime.

Be enthusiastic about life in general, develop initiative and share your ideas.

I guess this finishes the story, so think about it, kids, cause it "may spell the entire difference between your success or failure in your human relations and successful conduct of your career."

---MAY WE INTRODUCE---

by

Sally (junior)

So it bothers you to meet people? You feel fussed and confused when introductions come up? You're never sure just what should be done? Well, pal, lend an ear and perhaps we can straighten you out.

The correct way to acknowledge an introduction is to say simply and graciously, "How do you do". You can do as you please about offering your hand, girls usually do not, but there is no rule of etiquette which says that you should not. When you are introduced to an older person, regardless of whether it is man or woman, you should always rise. Etiquette dictates that following introduction to an older person you should always let the older person take the lead in making conversation. That would probably be a relief, anyway.

Be sure that you look at people when you are being introduced-don't look out of the window or in another direction. Manners make a lasting impression on people-so watch them.

Now remember that a boy will be introduced to a girl and a younger girl will be introduced to an older person.

Did you know that the one you wish to honor is always mentioned first? For instance, say it is your mother and you want her to meet a pal of yours. What do you say? "Mother, this is Ann Smith,"

In introducing your mother and father to your teacher, the correct form of introduction is: "Miss Smith, this is my mother."

After you have introduced someone, it is up to you to start the conversation. Try to say something that you think will be of interest to both parties.

The day may come when you will take a boy or girl to a party. The very first thing you should do is to go to your hostess and introduce your guest to her.

We hope these few suggestions will help you. At least it will give you something to work on.

KEEPING EMILY POSTED

by

C. A. T. (sophomore)

What would you do if you knew that Emily Post was coming to your home to call? Would you hide back of the kitchen door, or in the hall closet that is, if it's not like Fibber McGee and Molly, or would you duck under your bed? Well, I guess that's just a matter of opinion, but now, on the other hand, suppose you didn't expect any guests and suddently the door bell began to ring and guess who's standing on your "WELCOME" doormat? None other than Miss Post her self, right out of the pages of "Behave Yourself" by Betty Allen and Mitchell Briggs. Then what would you do? You wouldn't have time to run and hide, would you, so I guess you'll just have to invite her in and so--here she is with a few helpful hints for all high school boys and girls.

1. Girls, remember that the object of make-up is frankly and purely decorative. It should be used to improve your face, not to hide it.

2. Remember when you're out with the gang, never walk four abreast and the modern Sir Galahad walks nearest the curb.

3. When entering a theatre, if there is an usher, he leads the way to a seat followed by the girl. If there is no usher, the boy goes first, locates seats, and then steps aside to let the girl enter the row first.

4. Girls get on the buses first followed by their escorts but when leaving the bus the order is reversed. The boys get off first to help the girl down.

5. Be able to carry on a conversation with everyone and don't always depend upon the weather when the conversation lags. Conversation is an art and not a "line" that ropes in the victims. Its chief ingredients are a pleasing voice, a variety or interests, the ability to listen, and a genuine interest in other people.

6. Why not speak English? A little bit of slang goes a long way. Use it only when it is expressive in a particular instance and when you think it will be enjoyed and appreciated.

7. When telephoning never be coy. Never begin with "Guess who this is?" Some may be patient with this childish trick but the majority merely hang up on you. They should!!!

8. In introducing, always address first the older or more important person (when introducing two men or two women.) Address first the woman or girl when a man is to be introduced to her.

9. Remember when you're working in a store during the coming Christmas season never address a customer with "Miss," "Lady" and "Mister" but with "Madam" and "Sir."

So what do you say we keep "Emily Posted" and remember that psychology tells us that "nobody who is somebody looks down on anybody."

STOP WONDERING!
IT'S NOT HARD
TO BE RIGHT

by

Cynthia Taylor (sophomore)

Did you ever wonder:

Q. How do you introduce a boy and girl of high school age?

A. Jean Smith, this is Bill Jones. Jean, may I present Bills Jones? - Jean Smith.

Q. When a high school student is introduced to someone, what is the correct thing to say?

A. "Chawmed" and "I'm delighted, I'msure" are absolutely out. The correct reply is (with sincerity) simply, "How do you do?"

Q. When you are out for dinner you must never start eating before your hostess does, but when you are at a banquet and there is no hostess, by whom should you be guided?

A. If there are several tables with a toastmaster seated at the head table, just wait until some aggressive person at your table starts.

Q. When entering the theater should the boy or girl follow directly behind the usher, and who should enter the row

first?

A. The girl should follow directly behind the usher, and Should also enter the row first.

Q. When should one write a "Bread and Butter" letter?

A. Immediately upon returning home from a few days visit at a friend's home.

Q. How much should you tip a pullman porter after a short trip and when?

A. Twenty five cents is enough and give it to him at the end of the trip.

Q. When you are eating "out" and the menu says table d'hote how does this differ from a la carte.

A. Table d'hote means the entire dinner is served for the price indicated.

A la carte means that each item is priced separately and is to be ordered separately.

ANYTHING FROM CORNY PUNS TO SATIRE
-YOU CAN BE A FUNNY FELLA, TOO

by

Olivene Seward

Noah Webster defines personality as follows; "distinction or excellence of personal and social trait; magnetic personal quality." Many R. H. S.'ers have a very evident distinction in their sense of humor, which is an important personality trait.

Take CYNTHIA SULLIVAN, for instance. She has what one might call an ever-ready sense of humor. No matter where SIN is, she always has the right humorous remark to pass out, her favorite bit of corn being, "What do you think my father does, work?"

RUSSELL DEMMON has a rather silent sense of humor, but when the words do come out they are laugh-arousing, but definitely. At a recent basketball game he had ten girls laughing hilariously because he was the only one there who could say RUBBER BUGGY BUMPERS fast without stuttering. Try saying it yourself and see. You will get everything from rugged gumpers to rubber bunker buggys!

Coming out with subtle bits of humor very often is SUE DAVIS, who pleasantly passes puns to people and placidly puts up with those who don't comprehend. This brings up one very important idea; if you know more about things in general and everything in particular, you can enjoy more jokes and make up better ones yourself.

Rumors are around that say DON PEER has one of the best senses of humor in the senior class, but I have yet to hear of something he has said or done that has made anyone laugh! Must be he leaves his audience speechless.

FRITZ RICHMOND is becoming famous for his sense of humor. All he does is yell, "Well, if you say so, Mr. Root!" and the whole class has hysterics. Mr. Root really appreciates this though because it makes him forget all his worldly troubles so he can worry about what is going to happen to his F Block Algebra class.

It's important that we remember that there is both give and take when it comes to humor, and no one should monopolize on one of these but participate in both.

111. Articles on Personal Appearance

GET A MILLION DOLLAR LOOK FOR SENSE

by

Shirley Peters (senior)

Why are so many people sloppy looking? I often ask myself this, and others notice it also. Their clothes would look right if they were worn right.

Most boys and girls, after starting high school become more particular about their dress. Before that almost any clothes would do, just as long as they were whole.

In our school, I think as I look around, that the girls dress better than the majority of boys. Boys have pipes and cigarettes bulging from their pockets, and shirts open at the necks. Some run their hands through their hair and leave it standing on end until it resembles a porcupine. Their shoes are unpolished and socks slide into the shoes. I don't mean that all boys dress like that; they don't. Some boys have better taste in color combinations than girls. A boy wearing grey pants with a white or maroon sweater or shirt, looks better than a girl with a black skirt and a brown blouse or a slinky silk dress

with loafer shoes. It sounds unbelievable, but it is true. I have seen these combinations.

I don't think it is necessary for the boys to wear suits because they are often too expensive to have more than one. But at least they should wear well pressed pants and clean shirts.

The girls like to criticize the boys, but they should look at themselves first. Girls have their faults, but hate admitting them. They always have been expected to be better groomed than the boys. But why should they not be? Some girls spend hours reading fashion magazines and studying color charts.

What do you think of girls who wear dungarees on the streets or to school? I think it looks cheap. They are too tight fitting, but the girls think they are so cute they don't have to be pressed and are more comfortable. I like dungarees for around home and hiking but not for public dress.

Some girls go barelegged all winter. It isn't because they can't afford socks or stockings, it's probably due to lack of caring for them properly. Some girls do anything for attention.

I don't think, however, because your name is Miss Smith or Miss Brown you should always try to out-do Miss White.

Just give yourself a good going over from head-to-toe in the mirror and find what's lacking. If you make up your mind to improve your appearance, you will. You will be more proud of yourself and so will others.

YOU CAN'T QUITE CLICK IN CLOTHES?

HERE'S ADVICE FROM ONE WHO KNOWS

by

Olivene Seward (junior)

"Boy, what a neat dresser!" How often you have heard that remark. Yet, you very seldom hear students ask, "Why don't my clothes flatter me as well as theirs do?" Let's stop for a while and analyze some pupils and see why their clothes do so much for them.

Since upper-classmen supposedly set the example, let's look at Beverly Lash. Bev wears many light colors which flatter her shining black hair and draw attention to her sparkling brown eyes. Her new aqua coat accentuates these features, "tres bien."

Jack Schremley uses self-tone harmony to good advantage when he combines his grey shirt with grey trousers of a slightly different shade.

Martha Edson also used a clever color combination recently. Using what is called "Complementary color harmony" she brightened a brown dress by wearing a bright orange scarf with it. These color relationships are rather simple, but it is the little things that count.

Drawing attention to your best physical asset is a very good way to use clothes. Nancy Buchheim does this often by wearing blouses with neckline interest and also small white collars on colored dresses. Both of these draw attention to her face.

Herbie "the Duke" Moore wears a green sweater, and all the girls think he looks so handsome in it. Why? because green compliments his dark skin tone very well.

These are only a few of the RHS'ers who have learned to use their clothes to flatter themselves. Many of us could easily improve our wardrobes by paying more attention to particular styles and colors which look best on us. It takes a little time to think out color schemes and the like, but the satisfying results are usually worth it.

NEAT 'N NICE

by Betty Mitchell (freshman)

Gee, isn't she gorgeous!!!! I wish I looked like her. This is a common thought among most of us girls, as we eye somone especially attractive. Now, maybe you're not the GORGEOUS type, but you can be more attractive. Of course you're dying to know how to glamorize yourself, so read what some of the students think about what makes a girl "CLICK!"

Janet Duval thinks a girl's clothes make her look more pleasing to the eye. She says, "Your clothes don't have to come from Sak's as long as they're clean and have nice contrasting colors."

Janis Bresnahan: "I think a girl's clothes look nice if they harmonize."

Jimmy Vennett: "I like to see girls dressed nice-sure! But their personality is a great help. I don't like to see girls dressed in sloppy clothes!"

Jean Nutting: "A girl is really attractive if her clothes are neat and clean, if her hair is clean and not straggly and if she has a nice personality."

Now, maybe this advice won't make you a Betty Grable or a Veronica Lake, but it will certainly help in hooking a certain someone! !

WHO, ME?

by
Betty Mitchell

You're the prettiest girl in the world. Yes, you. When it comes to good looks, regardless of height, weight, or the color of your hair, you have the edge on your contemporaries in every other country. It's nothing to get puffed up about though, because it is so much easier for you to keep up appearances. In America there's no shortage of meat or green vegetables or milk to fade your cheeks. They glow with rosy hue of good health. There's no lack of material for smart teen-age clothes to make or buy, no famine of cosmetics to glamorize.

Freedom from care and abundant good times give you a relaxed, out-going personality. Health, grooming, and personality-they add up to good looks, but there's one further essential:

Character! What are your unselfish consideration of others, your thoughtful interest in the world around you, your active contribution toward democratic living shows in your face and bearing. You know whether you're the prettiest girl in the world.

OH, IF YOU DESIRE TO BE A CHARMER
TRY THESE MAXIMS, GET THAT GLAMOUR

by

Penny (junior)

I

Paint your mouth,
Like you do the town,
You'll find your appeal
Goes down, down, down.

II

Straight as rulers
Your seams should be-
For the best waves
Are found on the sea.

III

If parfum you use
To be chic
Make sure it's subtle
And does not reek.
For men, like sheep
Will follow a scent
But not a skunk's,
no matter how blent.

IV

A lady does not
Act hippopotamus.
She sits, not on spine,
But firmly on bottomus.
When walking, her feet
Are straight like an Injun
Never, oh never, go they
Like a pin-geon.

V

Eat all the time
You'll reach the conclusion-
That paunch that you get
Ain't optical illusion.

VI

If your skin
Has no lure
I suggest you take the cure,
Soap 'n water, twice a day,
Will drive that coarseness
Far away.

VII

A girl's best friend
Should be her brush.

Think of all the things
It doth: Clothes and shoes
Sans excess baggage,
Hair like silk,
Not like raggage.

KEEP THAT BANDBOX LOOK!

WE ALL LOVE IT!

Clothes! How we love them! And don't we all like to have that bandbox look! How is it ever done? Well, ask the gal who always looks just so and see how she does it.

Well, first of all, you have to have some sort of system. That is to say pick a certain time each week to go through your clothes, sew on buttons, fix buttonholes, mend lace, etc. The same day press your skirts, wash your sweaters, do whatever ironing and pressing necessary, and generally get everything in order for the coming week.

You all like to look trim. Take your skirts, for example. A skirt has to be hung on a hanger after you wear it if you want to keep it in shape. Don't drape it over a chair. When you press your skirt, use a press cloth, but definitely! No one likes to see a shiny skirt.

Don't forget to check your shoes, too, in your general checking up on Saturdays. Pull 'em all out and see if any need re-heeling, tapping, etc. You all wear loafers to school - so clean 'em up. You can wash your saddle shoes with saddle soap. AND use shoe trees to keep your shoes in shape.

And about your coats and jackets. Occasionally hang them out doors, give 'em a good airing and a good brushing. Be sure to use hangers. Your coats will look much smarter and trimmer if you are careful of them.

To school you should wear only simple dresses, or tailored suits, and suits and skirts. The only kind of shoes suitable for school are loafers, moccasions, oxfords, and saddle shoes. Certainly, school is no place for high heeled dancing pumps.

Very little jewelry should be worn to school. Never wear earrings to class! Choose your jewelry with care-certain kinds are appropriate with sweater and skirt, but be very careful it is the right kind.

Now, gang, we've given you a few hints, Make use of 'em!

IV Articles on Boy-Girl Relationship

IDEALS FOR A LADY
STRAIGHT FROM
AN AVERAGE BOY

(senior)

I am genuinely interested in this subject for it has made me stop, and look, and wonder whether some girls care what they do or how they look.

A girl who always dresses nicely will usually draw sighs and compliments from all the boys, but not the girl who wears dungarees. Girls wearing dungarees has always been one of my pet peeves. I've noticed lately that more and more girls are wearing them. I'm not saying that I think it's wrong for girls to wear them around home doing housework or things like that. I mean wearing them to basketball games, downtown, and to "Teen Town" on Saturday. That's where I've seen most of them and I don't think it's very ladylike. The boys like to go out with girls who look nice, not like tramps wearing dungarees. And that's the word I use when I see a girl in dungarees.

Anotherthing I've seen especially in the summer at the beaches is girls smoking. It's all right, I suppose,

if girls want to smoke when they get older but I don't think there's anything that makes a girl look cheaper, especially a high school girl, than smoking. Most of them just do it because they think it's "bigtime."

Another thing I look for in a girl is whether or not she has good manners. This, I think, is one of the things that makes or breaks a girl. With girls, good manners should mean politeness at all times whereever they are. A lady shouldn't be noisy and attract attention. Another unladylike trait is demonstrated when a boy asks a girl out and she plays hard to get and strings him along. Many times girls keep telling a fellow that maybe they'll go, and when it's too late to get another date, they tell the boy they're going with someone else.

These are just a few of the average boy's ideas of a lady, especially mine.

LETTERS TO
THE EDITOR

Dear Sir:

Opening my issue of last week's Red and White, I noticed an article which set up certain standards for a lady, as an average boy sees her.

Point number 1 made by the author is in connection with the sloppy dressing habits of girls. I admit this is sometimes so, but what about the male peacock? He can manage to look dirty, disreputable, and otherwise like a bum, even when he's just gotten out of a bathtub. Certainly he should be criticized for not being neat equally as much as girls, who do at least sometimes take pains to look glamorous.

Point number 2 in relation to girls smoking. I say that there IS a time and place to do this without looking like an escaped burlesque dancer. If boys can go around looking like throw offs from Sing Sing whenever they please, who is going to begrudge some retiring female a puff as long as she can look innocent? Queen Victoria died long ago.

As for manners, if I were a fellow, I should highly resolve never to mention the matter for fear I should get Commie-red. Once upon a time men threw their

coats over mud puddles so a female could cross; now they are more apt to stand on one of the obstruction, fold their hands and say to the girl, "Think you can make it O. K.?"

Women also cannot keep a boy on a string unless he likes being there. But think how a personable young man can keep a girl anxiously waiting just 'cause he's taken her out once! Who's on a string then?

Sir, I repeat, there ain't no justice in the world.

Sincerely,

Sue Davis (junior)

AH, COME ON
WILL YOU, YES
OR WON'T YOU?

by

Pete (senior)

If you ask a girl for a date, how do you go about it?

It's a well known fact that he who doesn't ask, gets no date. What's your technique for acquiring the presence of that certain party for an evening of fun? Is it still a painful procedure that makes you blush from chin to forehead?

Well, it needn't be. Suppose that you want to take your girl to the movies some Saturday night. The first problem is when to ask her. Don't wait until Saturday noon, and expect that she'll be able to go. Friday should be your deadline, and if you really want to be a hero, Thursday is even better.

Now, what to say. Simple: "Would you like to go to the show with me Saturday night," or something similar. It doesn't have to be anything fancy. If her answer is yes, make the arrangements as to the time, place, etc. then and there. If you're going to do something special, be sure to tell her so she'll know what to wear. It's also a nice

little bit of gallantry to call just before you come to get her, - that way you won't be kept waiting. Always give her a ring if something happens and you're earlier or later than you planned. Be as prompt as you can and above all, have a good time.

? KEN'S KOLUME ?

(senior)

Question: What is the first thing you look for in a girl or boy? What to you is the most important trait they should possess?

Place: Mr. Boyce's F Block study hall.

Answers:

Robert Kellogg: She should be beautiful and have a good personality.

Peggy Gilbert: The first thing I notice about a boy is his height, his butch, and his monitor armband. The most necessary thing is his politeness.

Robert Adams: Her looks and her personality are the first things I look for.

Ruth Davidson: Clothes. I don't mean he has to have ones that cost a lot. But I like a boy to be neat and well dressed all the time. The most important trait is to be able to like and to have fun wherever they are and who ever they are with.

Sidney Izenburg: The most important characteristic a girl should have is cheerfulness and friendliness.

Shirley Shappy: The first thing I notice about a boy is his hair. There is nothing nicer than black

curly hair. The most necessary thing is his manners.

Warren Carlisle: A girl should have a good personality, show some interest in world activities and have a moderate liking for boys.

Sue Terrill: I notice whether he is a neat dresser, his personality and then how people feel toward him, if they like him or not.

Joe Dolan: The first thing I look at is to see if she has on a seventeenth century skirt. If she does, I just look away.

THANK YOU KINDLY
I CHOOSE FREEDOM

by

Penny (junior)

Going steady? Whoops! That's what I thought you said! But wait a minute-are you sure that's what you want?

Course when you've met one particular person who seems to spell "it" in your language, you naturally want to see as much of him as you can. It's always nice to know that you've got someone to depend on so there'll be no nights alone by the telephone. And somehow it does seem nice to say to someone, puffy with pride, "He's mine!"

But what does Mr. Bleeper Bloop, from the Imperial Insurance Company have to say about this- "According to our surveys (and, oh dear me, we rarely can afford to be wrong) the average high school student has at least fifty more years to live."

And that doesbring up a question. Fifty more years on this here planet means a lot of time in which to be really hitched. Even though nobody dares admit it, we're all just young uns. Why isn't it better to circulate a little before settling down to real matrimonial bliss? The time is young,

kiddies, and won't last forever.

Ask yourself a question, cutie, if you're going steady. Could you get a date all on your lonesome without help from that one-and-only? If the answer is no, you'd better watch out. Such "steady" arrangements can't go on forever, and if you don't start being friendly to everybody and having outside interests, you'll really find yourself out in the brr-cold.

And usually, if you've been around somebody for a long time without any other interests, you'll find yourself in a deep little rut that can be awfully hard to climb out of.

You're right - I'm against going steady. Go out with one fellow if you must, but none of this serious stuff. Freedom can be a wonderful thing. Our grandpas even fought for it!

? KEN'S KOLUME ?

(senior)

Question: Do you approve of going steady?

Who: Two students from each class.

Answers:

Joyce Ann Gouchoe: "I think going steady is all right if they are both mutually interested in each other.

Jim Guild: "It depends! What kind of personalities the couple have, how they get along together and how serious they are, should be taken into consideration. In some cases, yes, and others, no.

Terry Ackley: "I do not approve because I think that both the girl and the boy miss a lot of fun by it. I guess it is okay when you are out of high school.

Leila Goodrich: "If a couple like each other enough and enjoy each other's company so that they can't appreciate anyone else, then it's O.K. Freshmen are too young. About the junior is best.

Dick Grace:"I don't know. It's up to the boy or girl who are going together. If they are stupid enough then they should go steady. Me, I don't know enough about those things."

George Miller: "No, I guess it is fashionable to disapprove. But first you have to find someone to steady-date with, and that's kind of hard with the senior girls."

Fred Hyland: "Yes, it's easier on boys' pocketbooks. We can stay at home some nights and she understands. It's O.K. for freshmen, too. No, I don't go steady.

A SENIOR LOOKS AHEAD

There is a surprising number of the high school students who are planning on marriage after graduation, many of them without realizing what a great responsibility they are taking on. Marriage is the most important decision in a person's life and should be given a good deal of consideration. One of the greatest reasons for unhappy marriages is a lack of forethought given to it. Many couples "jump into" marriage without considering that it can change the whole course of their lives, only to find out later that it was a mistake. They argue over petty disagreements, and sometimes even turn to drinking, or running out with other men or women. A child who lives in such surroundings is usually restless and insecure.

Most people don't believe in young marriages but I've seen quite a few cases that really worked out. The parents usually understand their childrens' ideas and enjoy doing the same things if there is less difference in the ages; whereas, older parents are usually more set in their ways and dominate their children, rather than treating them as individuals. However, age makes little difference if the couples are willing to take the responsibility and have the determination to make

their marriage a success.

For a successful marriage the husband and wife must appreciate and respect the opinions of each other, whether they agree or not. They must be willing to give and take whenever it is needed. This is one reason why self-centered people have unhappy marriages. No marriage can last if there is constant quarreling and bikering over small incidents; the couples must be willing to talk their problems over and come to an agreement.

Do you both like children? Do you enjoy each other's company? Are you willing to give up your independence? These and many other questions must be taken into consideration. Remember, it is not only your life that may be ruined but your children's too.

THIS HARD, COMPLEX
PUZZLING THING
----GROWING UP

by

Penny

What a confusing world. Have you ever been told that you were "Big enough" to do something, and the next minute forbidden to do something else because you weren't old enough?

Just what does "growing up" mean? Ruth Fedder in her book, "A Girl Grows Up," says that becoming more mature is both a physical and mental process.

Physically, girls mature somewhere between the ages of ten and eighteen. As with everyone, their minds and emotions started maturing as soon as they were able to experience, a process which started almost at birth. This constant mental growth is maintained, erratic though it may be, as long as one is conscious of the surrounding world.

What are the evidences of such mental maturity? Here are some of the plainer signs: A sound mind - one that is not neurotic or continually depressed. Getting along with people. Friends, but not all from the same clique. A normal interest in the opposite sex. Realistic preparation for the future. Accepting responsibility willingly. Facing

problems squarely, and solving them in the best possible way.

On the other hand, the mind which is not yet completely grown-up will have other emotions. A few of the indications of the "child" in you might be: a negative personality - one which is either too easy going, following blindly without ever expressing any original opinions, or one which is always displeased, never finding anything to suit its tastes. Trying to be the center of attraction, gaining notice, such ways as talking loudly, giggling, feigning illness, sulking, fuming, acting,"superior" or bossy.

Of course, the before-mentioned signs of a mature mind are emotional goals. To achieve them requires much more time and many more experiences than any high school student could have had. So, if at times you catch yourself doing something childish, don't be alarmed or ashamed. Emotional development does not follow any smooth, set course. It has many ups and downs. You may act as a juvenile one minute and as wise as Solomon the next - it is all a natural part of achieving adulthood. Do not underestimate the importance of these childlike reactions, however. They are as important to you as falls are to a skier. He must take a few before his development can be completely achieved.

V. Summary

An attempt was made throughout the year on the part of the RED AND WHITE newspaper staff to touch upon as many phases as possible of problems likely to be met at one time or another by the average teen-ager. How they should act, what they should say, under certain conditions and in certain situations, what they should wear and do in order to have normal, happy lives constituted, in large measure, the type of article that regularly appeared in the paper. An effort was made to draw in and include as many students as possible in developing this phase of the program.

As with any enterprise involving numerous individuals, there were occasional upsets. Certain students fortunately in the minority, dissatisfied with articles obviously written with the idea of helping them, put up strenuous objections. It was these same few who demanded that the paper be filled with articles, trivial in nature, and of little real worth or benefit. Through unsigned, written comments put in the Student Council suggestion box, they endeavored to alter the program for the year. In this respect they were not successful, although the staff did try to change somewhat the method of presentation. Reporters approaching students for their opinion and re-

action learned that the articles dealing with all phases of student activity were read with considerable enjoyment.

CHAPTER V

PUPIL EVALUATION OF GUIDANCE ARTICLES

I. Procedure for polling student body.

As the year's newspaper guidance project drew to a conslusion, it seemed advisable on the part of the faculty adviser and the editor-in-chief of the paper to determine, in some measure, the value and worthwhileness of such an enterprise. Therefore, for several weeks prior to the drawing up of the inquiry form, teachers, staff members, and students alike were approached and asked to help formulate questions that might be of use in evaluating the success of the project. Staff members were interested in this evaluation more from the point of view of making future issues of the paper lively and interesting, rather than of actively promoting and encouraging social guidance within the school.

Following two weeks of oral discussion as to just what should be included on the inquiry blank, actual phrasing of the questions was undertaken by the adviser with the assistance of the editor-in-chief.

Members of the staff were given an opportunity to look over the form and make any notations that they might wish. It was felt that valuable time might be lost if the actual drawing up of the questions was left to the newspaper staff. Newspaper meetings,of necessity, were held after school, and with so many other spring activities in full swing at this particular time of the year, it was not possible to get the entire group together at one time.

The questions, six in number, were circulated among the seventeen home rooms of the high school. A little under five hundred students were reached through this inquiry blank, and of that number, replies were received from four hundred twenty-five students or eighty-five per cent of the school population. Actively participating in this program were the staff members of the paper whose chief duty was to circulate and then collect the completed inquiry blanks.

II. Analysis of survey work.

Seventy-five per cent of the students polled indicated that they wished to have articles continued another year which centered around dating, boy-girl relationship, going steady, how to make a date, and knowing how to entertain on a date.

A number of students wrote in the margin of the questionnaire that they had been definitely helped by the articles and that many questions had been answered. They admitted that the paper was one source to which they turned for information and help. It was indeed interesting to learn that some of these boys and girls were too shy to ask what they should do in relation to some of the more simple things in etiquette, and that they hesitated, for fear of showing their ignorance, in asking someone else. They urged that these various columns be continued another year. A number of the students suggested that the paper elaborate more fully in relation to manners, entertaining and dress.

About eighty per cent of the returns urged that the paper continue its policy of writing articles in relation to the social graces, such as overcoming awkwardness, and learning how to dress attractively. The results of the poll were such that the same policy will be continued another year, with definite encouragement being felt on the part of the newspaper staff and the faculty adviser.

The students all agreed that they wished to have a balanced and stimulating paper, and urged particularily, that the writers spend more time in the method of presentation.

Sixty per cent of the boys and girls agreed that the articles carried in the newspaper during the school year, 1948-1949, in relation to occupations had given them a definite insight in relation to the various occupations and career possibilities. They urged, that, in the future, the staff go into more detail, and, if possible, allot more space for this type of occupational article. Approximately the same percentage of boys and girls stated that they wished to have articles continued which dealt with colleges, entrance requirements, and means of attending.

III. Implications of findings.

A definite conclusion arrived at through this study is the fact that, generally speaking, high school students have little real knowledge in relation to handling the various situations that may arise from time to time in their daily living. With the exception of the girls enrolled in the Home Economics curriculum, teen-agers have little training in such things as meeting people, wearing correct clothing, extending simple courtesies, and applying and interviewing for jobs. The subjects that they sstudy simply do not cover such areas. It is possible,

of course, for them to acquire this information from their teachers and guidance counselors. However, the majority of students simply do not bother. It would, therefore, seem feasible to introduce within the secondary school a course open to any interested student which dealt with all phases of social living.

It would appear that secondary school pupils, aware of their various shortcomings, are grateful for all helpful suggestions and advice. This fact was proved by the article, PROJECT FOR ENLIGHTENMENT, written by Maurice Brewster, a member of the senior class and the business manager of the paper. In this particular article, this senior boy observed that such things as dating and going steady constituted very real problems to him, and that he had been benefited to a considerable extent by the various articles appearing from time to time in the paper. One unfortunate aspect of the whole situation was the fact that the staff was hampered somewhat in relation to space and consequently had been unable to print as many articles in this area as they would have liked.

It was interesting to note, furthermore, that this senior boy, considered representative of the student body, their ideas and reactions, felt that he had been aided by the many occupational articles which had appeared

in the paper. Generally speaking, one can not help but feel that the year newspaper guidance project has opened to a considerable extent the eyes of the average teenager in relation to the world about them.

PROJECT FOR ENLIGHTENMENT

by

Maurice Brewster

This year a new type of article dealing with social problems was introduced to readers of the Red and White. Sometimes the articles were fairly serious and gave the reader something to think about. Other times the articles were presented in a manner that was quite humorous and you didn't actually know that you were reading them. They dealt with all the aspects of the social problems that confront adolescents in high school.

Last winter Miss Buttles, the Latin teacher of Rutland High School and faculty adviser of the Red and White, gave a test to all English classes to determine just exactly what was bothering the average pupil. This information was to be used primarily for the writing of Miss Buttles' thesis which is required for her in obtaining her master's degree in guidance. But there were so many acute problems confronting high school students that she decided to have them discussed and brought to conclusions in the Red and White to aid the pupils.

I think for the most part that the mission (secondary) has been accomplished quite successfully. There are many, many things that have been brought to my mind that never would have entered it before. There were so many things that were brought out that students weren't even aware that they had. I know that for myself the subject of dating and going steady was a very touchy problem for me and I think that it still is, but the fact that this was brought out a great deal, some new light has been thrown on the subject. I had certain ideas and ideals that were too lofty and rigid for a high school student. But because I'm not a blockhead (like some people I know) a few of these ideas have changed. Then there was the subject of vocations and what to do after one gets out of high school. This has always been a most perplexing problem for most graduates to-be. I have been enlightened a great deal on this topic. There were other articles too numerous to discuss in the short space that has been alloted to me, but, I shall briefly mention a few of them: family relationships, lying, the appearance a boy and a girl should give at various times and places, manners and further education.

I know that these articles have helped every student in this school in one way or another who has read them. One can't help being exposed to things that one reads, can one?

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

In order to correctly determine the chief problem areas of three hundred secondary school students, the Mooney Problem Check List was administered early in the fall of 1948. Following checking and scoring of these lists, the results were announced to the forty staff members of the school paper, The RED AND WHITE. The group then proceeded to spend the rest of the school year in the writing of articles which dealt with the various educational, vocational, and social problems of a high school group. The purpose of these articles was to enlighten the teen-agers in relation to current youth problems, and to reveal to them the various occupational opportunities that are available if one isproperly trained. Mention was also made of the various scholarships which prospective college students might apply for at different institutions of higher learning. Furthermore, several graduates of the high school were approached and asked to write articles which might prove of benefit to boys and girls who were contemplating college.

Certain staff writers interested in one phase of the program concentrated their interests and abilities in that one particular field. The senior English class, at different times during the year, submitted contributions which dealt with various aspects of the program.

The articles written by staff and guest writers were printed in issues of the school paper appearing from January to May of 1949. An attempt was made to cover as completely and adaquately and interestingly as possible all phases of the key problem areas.

There has been a slight over-lapping of articles which covered other problem areas. For example, having dates, boy-girl relations, going steady, awkwardness in making dates, etc. are topics which many high school students discussed at different times. It was observed, too, that they were interested in seeing articles of this type in their school paper. Consequently, one will note that the two areas-Social-Recreational Area and Courtship, Sex, and Marriage are touched upon in some detail in this section.

Other problem areas for the students included Social-Psychological Relations, Finances, Living Conditions and Employment, Curriculum and Teaching Procedures, Health and Physical Development, Morals and Religion, and Home and

Family.

Another year it is hoped to cover other areas, as thoroughly as the two fields - Educational and Vocational Planning and the Social-Recreational area, were in the past year.

Considerable encouragement is felt over the progress made and the interest which has been aroused by this undertaking.

CONCLUSIONS.

The average individual is of the opinion that yourth is keenly interested in all aspects of problems which are of direct and immediate concern to him. However, the success of any undertaking such as this newspaper guidance project depends to a considerable extent on the method of approach. This particular high school group liked to feel that their school paper concerned itself only with such topics as were humorous, and dealt with the day by day happenings of the high school. They liked to see the names of students in the paper, they wanted gossip, and they objected to any serious reading. However, through trial and error, articles gradually were written which could definitely be termed helpful and educational for the reader, and yet meet the standards and criticisms of a high school reading audience.

The key problems of the teen-agers, determined through administration of the Mooney Problem Check List, had been evaluated and analyized by the faculty adviser of the paper with the results utilized in planning the feature assignments for the year. At the beginning of the program there had been definite objections and criticisms for fear that the paper was turning out material that could be

found in any textbook. However, at the end of the project, there were indications that the student writers had acquired a method of handling various topics that met the approval and interest of the students. They actually enjoyed the articles and urged, that in the future, greater emphasis be placed on certain topics.

Unconsciously perhaps, the students have acquired considerable insight into areas hitherto paid little attention to by our staff. It is important to note, that, in addition to the boys and girls who have read these articles, there were approximately fifty students engaged in the project, in one phase or another, during the year. The knowledge gained by them in this undertaking is an important point to be considered.

One observation made early in the winter was to the effect that much of this information could be acquired from their individual guidance counselors, and that "the kids wanted light, funny stuff in their paper." This sort of remark was unheard of in the latter part of the spring. Fairly obvious by this time was the fact that the paper was guiding and influencing its readers to a considerable extent.

It should be pointed out that in the annual scoring of the paper by the National Scholastic Press

Association of the University of Minnesota, a rating of first class or Excellent was received. The feature page where many of these articles appeared, received the highest possible rating.

From observation, conversation, and the question sheet, it has been noted that the boys and girls like to do things the right way in their social living, and that considerable information was acquired by them during the past year. Although they could go to their guidance counselors for help, many of them just didn't bother and went only when they were summoned. Then they discussed only such things as were of immediate concern to them. These newspaper articles reached 500 boys and girls who, in one way or another, were impressed and helped by the reading.

In an attempt to reach and to help all high school youth, all avenues of approach must be considered and utilized. A high school newspaper is merely one link in the ever growing guidance program of the modern public high school.

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APPENDIX

RED AND WHITE STAFF

- First Printed High School weekly in Vermont -

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PROBLEM CHECK LIST

HIGH SCHOOL FORM

By Ross L. Mooney

Developed through the cooperation of Miles E. Cary and Dai Ho Chun at McKinley High School, Honolulu, Hawaii; John H. Herrick at Shaker Heights City Schools, Cleveland, Ohio; O. O. Royer at Johnsville-New Lebanon High School, New Lebanon, Ohio; and Arthur W. Combs at Alliance Public Schools, Alliance, Ohio.

Please fill out these blanks:

Your date of birth.....Boy.....Girl.....

Your class, or the number of your grade in school.....

Name of your school.....

Name of the person to whom you are to turn in this paper.....

Your name or other identification, if desired.....

Date.....

DIRECTIONS FOR FILLING OUT THE CHECK LIST

This is not a test. It is a list of problems which are often troubling students of your age—problems of health, money, social life, home relations, religion, vocation, school work, and the like. Some of these problems are likely to be troubling you and some are not. As you read the list, you are to pick out the problems which are troubling you. There are three steps in what you do:

First Step: Read through the list slowly, and when you come to a problem which suggests something which is troubling you, *underline* it. For example, if you are troubled by the fact that you are underweight, underline the first item like this, "1. Being underweight". Go through the whole list in this way, marking the problems which are troubling you.

Second Step: When you have completed the first step, look back over the problems you have underlined and pick out the ones which you feel are *troubling you most.* Show these problems *by making a circle* around the numbers in front of them. For example, if, as you look back over all the problems you have underlined you decide that "Being underweight" is one of those which troubles you most, then make a circle around the number in front of the item, like this, "(1.) Being underweight".

Third Step: When you have completed the second step, answer the summarizing questions on pages 5 and 6.

For Counselors' Reference—Space for Area Totals

Cir.	Tot.
HPD	
FLE	
SRA	
CSM	
SPR	
PPR	
MR	
HF	
FVE	
ASW	
CTP	
Total....	

First Step: Read the list slowly, and as you come to a problem which troubles you, underline it.

1. Being underweight
2. Being overweight
3. Not getting enough exercise
4. Tiring very easily
5. Frequent illnesses

6. Having less money than friends have
7. Learning how to save money
8. Having to ask parents for money
9. Having no regular allowance (or regular income)
10. Wanting to earn some of my own money

11. Being ill at ease at social affairs
12. Wanting to learn how to dance
13. Awkward in meeting people
14. Unsure of my social etiquette
15. Wanting to learn how to entertain

16. Having dates
17. Awkward in making a date
18. Not mixing well with the opposite sex
19. Lack of sex attractiveness
20. Uninterested in the opposite sex

21. Being left out of things
22. Getting into arguments
23. Hurting people's feelings
24. Being talked about
25. Getting rid of people I don't like

26. Losing my temper
27. Taking some things too seriously
27. Nervousness
29. Laziness
30. Worrying

31. Living up to my ideal
32. Failing to go to church
33. Puzzled about the meaning of God
34. Science conflicting with my religion
35. Being treated unkindly because of my religion

36. Being treated unkindly because of my race
37. Sickness in the family
38. Parents sacrificing too much for me
39. Parents not understanding me
40. Being treated like a child at home

41. Unable to enter desired vocation
42. Doubting wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in chosen vocation
45. Wondering what I'll be like ten years from now

46. Being a grade behind in school
47. Absent from school too often
48. Adjusting to a new school
49. Not spending enough time in study
50. Taking wrong subjects

51. Poor place to study at home
52. No suitable place to study at school
53. Wanting subjects not offered by the school
54. Made to take subjects I don't like
55. Too little freedom in classes
56. Frequent headaches
57. Weak eyes
58. Lack of appetite
59. Digestive troubles
60. Not getting proper diet

61. Too little money for school lunches
62. Working too much outside of school hours
63. Too few nice clothes
64. Getting money for education beyond high school
65. Learning how to spend my money wisely

66. Taking care of clothes and other belongings
67. Making a good appearance
68. So often not allowed to go out at night
69. In too few school activities
70. Wanting to get into a certain club

71. "Going steady"
72. Girl friend
73. Boy friend
74. Disappointment in a love affair
75. Wondering if I'll find a suitable mate

76. Wanting a more pleasing personality
77. Not getting along well with other people
78. Lacking leadership ability
79. Being a poor judge of people
80. Too easily led by other people

81. Stubbornness
82. Carlessness
83. Getting too excited
84. Forgetting things
85. Not taking some things seriously enough

86. Disliking church services
87. Having no chance to go to a church
88. Confused in my religious beliefs
89. Puzzled about prayer
90. Wanting communion with God

91. Not living with my parents
92. Parents separated or divorced
93. Being an only child
94. Mother not living
95. Father not living

96. Needing to decide on an occupation
97. Needing information about occupations
98. Lacking work experience to get a job
99. Trying to combine marriage and a career
100. Concerned over military service

101. Not getting studies done on time
102. Don't know how to study effectively
103. Worrying about grades
104. Poor memory
105. Slow in reading

106. Textbooks hard to understand
107. So often feel restless in classes
108. Teachers too theoretical
109. Classes too large
110. Teachers doing too much of the talking

111. Not as strong and healthy as I should be
112. Not enough outdoor air and sunshine
113. Poor complexion
114. Frequent colds
115. Poor teeth

116. Needing money for better health care
117. Not being allowed to buy my own clothes
118. Too little money for recreation
119. Having to watch every penny I spend
120. Needing a job in vacations

121. Too little chance to do what I want to do
122. Not enough time for recreation
123. Not allowed to go around with the group I like
124. Being made to go to bed too early
125. Too little social life

126. Not knowing how to entertain on a date
127. Not being allowed to have dates
128. Engagement
129. Embarrassed in discussion of sex
130. Afraid of close contact with the opposite sex

131. Shyness
132. Feelings too easily hurt
133. Don't make friends easily
134. Having no close friends
135. Feeling inferior

136. Moodiness, having the "blues"
137. Can't make up my mind about things
138. Afraid of making mistakes
139. Too easily discouraged
140. Sometimes wishing I'd never been born

141. Losing faith in religion
142. Failing to see value of religion in daily life
143. Confused on some moral questions
144. Yielding to temptations
145. Having a guilty conscience

146. Being criticized by my parents
147. Parents favoring another child
148. Mother
149. Father
150. Death in the family

151. Restless to get out of school and into a job
152. Choosing best courses to take next term
153. Getting needed education for chosen occupation
154. Wanting advice on what to do after high school
155. Graduating without being vocationally trained

156. Trouble with mathematics
157. Weak in writing
158. Weak in spelling or grammar
159. Trouble in outlining or note-taking
160. Trouble in using the library

161. Too few books in the library
162. Teachers lacking interest in students
163. Teachers lacking personality
164. Dull classes
165. Wanting subjects I'm not allowed to take

166. Poor posture
167. Being clumsy and awkward
168. Too short
169. Too tall
170. Not very attractive physically

171. Living too far from school
172. Living in a poor neighborhood
173. Borrowing money for school expenses
174. Needing to find a part-time job now
175. May have to quit school to work

176. Too little chance to go to shows
177. Nothing interesting to do in spare time
178. Too little chance to listen to radio
179. No place to entertain friends
180. Having no hobby

181. Too few dates
182. Being in love
183. Marriage
184. Going with a person my family won't accept
185. Concerned over proper sex behavior

186. Being criticized by others
187. Picking the wrong kind of friends
188. Unpopular
189. Being called "high-hat" or "stuck-up"
190. Being watched by other people

191. Lost—no sense of direction in my life
192. Failing to get ahead
193. Not doing anything well
194. Can't see the value of daily things I do
195. Not having any fun

196. Bothered by ideas of heaven and hell
197. Wanting to know what the Bible means
198. Wondering what becomes of people when they die
199. Can't forget some mistakes I've made
200. Afraid God is going to punish me

201. Never having any fun with father or mother
202. Clash of opinions between me and my parents
203. Talking back to my parents
204. Parents not trusting me
205. Wanting more freedom at home

206. Deciding whether or not to go to college
207. Choosing best courses to prepare for college
208. Choosing best courses to prepare for a job
209. Not knowing what I really want
210. Not knowing the kind of person I want to be

211. Worrying about examinations
212. Not fundamentally interested in books
213. Unable to express myself in words
214. Vocabulary too limited
215. Difficulty with oral reports

216. Wanting more help from the teacher
217. Teachers not friendly to students
218. School is too strict
219. Too many poor teachers
220. Teachers lacking grasp of subject matter

221. Physical handicap
222. Afraid I may need an operation
223. Frequent sore throat
224. Menstrual disorders
225. Not enough sleep

226. Having to earn some of my own money
227. Employed late at night on a job
228. Working for all my own expenses
229. Getting low wages
230. Disliking my present employment

231. Not enjoying many things others enjoy
232. Too little chance to get into sports
233. Not being allowed to use the family car
234. Not enough time to myself
235. Too little chance to read what I like

236. Breaking up a love affair
237. Deciding whether I'm in love
238. Thinking too much about sex matters
239. Insufficient knowledge about sex matters
240. Sex diseases

241. Disliking certain persons
242. Being disliked by certain persons
243. Being "different"
244. Being made fun of
245. Losing friends

246. Too self-centered
247. Unhappy much of the time
248. Lacking self-confidence
249. Afraid when left alone
250. Daydreaming

251. Moral code weakening
252. Being punished too much
253. Swearing, dirty stories
254. Drinking
255. Cheating in classes

256. Getting my family to accept my friends
257. Family quarrels
258. Brothers
259. Sisters
260. Relatives

261. Family opposing my choice of vocation
262. Not interested in entering any vocation
263. Afraid of unemployment after graduation
264. Doubting ability to handle a good job
265. Don't know how to look for a job

266. Not liking school
267. Finding it hard to speak correct English
268. Afraid to speak up in class discussions
269. Don't like to study
270. Unable to concentrate when I need to

271. Too much work required in some subjects
272. Teachers lacking understanding of youth
273. Teachers not practicing what they preach
274. Grades unfair as measures of ability
275. Tests unfair

276. Nose or sinus trouble
277. Poor hearing
278. Smoking
279. Speech handicap (stammering, etc.)
280. Foot trouble or ill-fitting shoes

281. Family worried about money
282. Too crowded at home
283. Having no radio at home
284. Having no car in the family
285. Ashamed of the house we live in

286. Unskilled in carrying on a conversation
287. Slow in getting acquainted with people
288. Not knowing how to dress attractively
289. Too much social life
290. In too many student activities

291. Finding it hard to control sex urges
292. Putting off marriage
293. Wondering if I'll ever get married
294. Petting and making love
295. Going too far in love relations

296. Being jealous
297. Being snubbed
298. No one to tell my troubles to
299. Feeling that nobody understands me
300. Dislike talking about personal affairs

301. Too many personal problems
302. Unwilling to face a serious problem now
303. Bad dreams
304. Thoughts of suicide
305. Fear of insanity

306. Always getting into trouble
307. Sometimes being dishonest
308. Being punished for something I didn't do
309. Trying to break off a bad habit
310. Getting a bad reputation

311. Being treated as a "foreigner"
312. Wanting to leave home
313. Afraid of someone in the family
314. Parents expecting too much of me
315. Not telling parents everything

316. Wondering if I'll be a success in life
317. Dreading to think of a life of hard work
318. Not knowing where I belong in the world
319. School of little help in getting me a job
320. Needing to plan ahead for the future

321. Can't see that school is doing me any good
322. Not smart enough
323. Getting low grades
324. Afraid of failing in school work
325. Wanting to quit school

326. Not getting along with a teacher
327. Having an unfair teacher
328. Poor assemblies
329. Lunch hour too short
330. School too indifferent to students' needs

	Cir.	Tot.
HPD		
FLE		
SRA		
CSM		
SPP		
PPR		
MR		
HF		
FVE		
ASW		
CTP		
TOTAL....		

Second Step: Look back over the items you have underlined and circle the numbers in front of the problems which are troubling you most.

Third Step: Pages 5 and 6

Third Step: Answer the following five questions:

SUMMARIZING QUESTIONS

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems? ..... Yes. ..... No. Add anything further you may care to say to make the picture more complete.

2. How would you summarize your chief problems in your own words? Write a brief summary.

(Questions are continued on next page →)

3. Have you enjoyed filling out the list? .....Yes. .....No.

4. Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you? .....Yes. .....No. Please explain how you feel on this question.

5. If you had the chance, would you like to talk to someone about some of the problems you have marked on the list? .....Yes. .....No. If so, do you have any particular person(s) in mind with whom you would like to talk? .....Yes. .....No.

Note to Counselors: Normally the statistical summary is to be made by the counselor. In some situations, however, the counselor may want students to make their own summaries. In these cases, students should be given definite instructions and a demonstration of the method, preferably after they have filled out the check list.

Instructions for Making a Statistical Summary

For convenience in summarizing results on an individual case or on groups of students, the 330 problems are classified in eleven areas:

(1) Health and Physical Development (HPD)
(2) Finances, Living Conditions, and Employment (FLE)
(3) Social and Recreational Activities (SRA)
(4) Courtship, Sex, Marriage (CSM)
(5) Social-Psychological Relations (SPR)
(6) Personal-Psychological Relations (PPR)
(7) Morals and Religion (MR)
(8) Home and Family (HF)
(9) The Future: Vocational and Educational (FVE)
(10) Adjustment to School Work (ASW)
(11) Curriculum and Teaching Procedures (CTP)

There are thirty problems in each area, these being arranged in groups of five items across the six columns of problems. The first area is the top group, the second area is the second group, and so on down the pages. On page 4, at the end of each group, is a box in which to record the count of problems marked in each area. In the left half of the box put the number of items circled as important; in the right half, put the total number marked in the area (including the circled items as well as those underlined only.) At the bottom of the page enter the totals for the list. If desired, the area totals can be re-copied to the first page for greater convenience in later reference.

We are interested in having a high school paper which is of interest to the average high school student. In order to maintain one that is peppy, stimulating and, at the same time, instructive, we have drawn up a list of questions which we would like to have you answer. Your co-operation will be appreciated.

------ Do you feel that the articles carried in the Red and White during the past year in relation to occupations have given you an insight into career possibilities?

------Do you like to have articles in the paper which deal with colleges, entrance requirements, and means of attending (work, scholarship aid, etc.)?/

------ Would you like to have the staff continue articles which center around dating, boy-girl relationship, going steady, how to make a date, knowing how to entertain on a date? Do you feel that you have been helped to any extent by the articles printed during the past year?

------ Granted that you all like school gossip, explain how you would like it written up.

------- During the past year the Red and White has encouraged its writers to write articles in relation to the social graces, such as over coming awkwardness in meeting people, social etiquette, making a good appearance, and learning how to dress attractively. We would like to continue this type of article if it has proved beneficial and interesting to you. Please indicate your feelings.

------Do you like articles which deal with the individual student such as learning how to save money, learning how to study, taking the wrong subjects, working too much outside of school hours, getting money for education beyond high school and needing a job in vacations. Underline those items which you feel would be of direct benefit to you and which you would like to see in the Red and White.